

**The mission of the Hillsboro School District, a partnership of schools, families, and community, is to ensure each student graduates prepared to succeed and contribute in a global society by engaging our diverse learners in a challenging, personalized program of educational excellence.**



**Rich in tradition... focused on excellence.**

December 15, 2009

# **Board Packet**

Board of Directors

• Adriana Cañas • Rebecca Lantz • Patti McLeod • Hugh O'Donnell • Carolyn Ortman • John Peterson • Janeen Sollman •

# **HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS**

Administration Center Boardroom  
3083 NE 49<sup>th</sup> Place, Hillsboro, OR

## **Regular Board Meeting Agenda**

**December 15, 2009**

**7:30 PM**

1. 5:30 p.m. Executive Session  
ORS 192.660(2)(h)--Legal Counsel
2. 6:00 p.m. Work Session
  - A. Discuss Policy IK: Student Evaluation 4
  - B. Discuss School Visits
3. 7:30 p.m. Regular Session  
Call to Order and Flag Salute
4. Recognition/Student Presentation
  - A. Recognition: Safe Schools/Healthy Students Grant Director Liza Andrew-Miller and Libery High School Senior Alex McCarthy 7
  - B. Student Presentation: Musical Performance by the Burke Family (Kendall, Heidi, Kaela, Hannah, and Tara) 9
5. Approval of Agenda
6. Audience Time  
Public participation in Board meetings is governed by Policy BDDH. Patrons may comment on specific agenda items at the beginning of the meeting or, at the discretion of the Board Chair, may be deferred to the time the item is before the Board as stated in the Agenda. Comments about non-agenda items may be heard at the end of the regular Board meeting. Comments about non-agenda items during audience time before the meeting must be approved by a consensus of the Board.
7. Consent Agenda  
The items on the Consent Agenda are considered routine and will all be adopted in one motion unless a Board member requests, before the vote on the motion, to have the item considered separately. If any item is removed from the Consent Agenda, the Board Chair will indicate when it will be discussed in the regular agenda.
  - A. Approve Minutes of November 10, 2009 10
  - B. Approve Minutes of November 24, 2009 12
  - C. Approve Routine Personnel Matters 20
  - D. Accept Donations 21
  - E. Adopt Budget Planning Calendar for 2010-11 22
  - F. Adjust Appropriations: Special Revenue Funds 24

8.	Action Items	
A.	Approve 2009 Annual Report (Strategy I) Presenter: Beth Graser	25
B.	Approve Revisions to Policy IKF: Graduation Requirements (Strategy I) Presenter: Mike Scott	38
C.	Approve Revisions to Policies BBF: Board Member Standards of Conduct, GCPB/GDPB: Resignation of Employees, and JFCF/GBNA: Hazing/Harassment/Intimidation/Bullying/Menacing (Strategy I) Presenter: Mike Scott	44
D.	Act on High School Course Proposal: AP Environmental Science (Strategy III) Evaluation Follow Up: June 2011 Presenter: Kathi Robinson	48
E.	Act on High School Course Proposal: Floral Design and Marketing (Strategy III) Evaluation Follow Up: June 2011 Presenter: Kathi Robinson	56
F.	Act on High School Course Proposal: Japanese Arts and Culture (Strategy III) Evaluation Follow Up: June 2011 Presenter: Kathi Robinson	60
G.	Act on High School Course Proposal: Strength Training for Women (Strategy III) Evaluation Follow Up: June 2011 Presenter: Kathi Robinson	72
H.	Act on Resolution Regarding Measures 66 and 67 Presenter: Board member	76
9.	Reports and Discussion	
A.	NW Regional Education Service District Annual Report (Strategy I) Presenter: Mike Scott will introduce NWRESA representatives	77
B.	Advancement Via Individual Determination Report (Strategy III) Presenter: Greg Zinn	140
C.	Policy IK: Student Evaluation--Second Reading (Strategy I, III) Presenter: Mike Scott	153
10.	Routine Reports	
A.	Financial Report	156
11.	HCU/HEA Presidents' Time	
12.	Audience Time	
13.	Superintendent's Time	
14.	Board of Directors' Time The next Board-Union lunch is January 19 at Poynter Middle School. Director Cañas will attend on behalf of the Board.	
15.	Executive Session. If needed, the Board may wish to go into Executive Session to discuss matters according to ORS 192.660. (Only used if the Board needs to come back to the Regular Session to take action).	

16. Adjourn Regular Session

17. Next Meetings of the Board of Directors:

- Work Session, Tuesday, January 12, 2010, 5:30 p.m.

- Work/Regular Sessions, Tuesday, January 26, 2010, 6:00 and 7:30 p.m.

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**DISCUSS POLICY IK: STUDENT EVALUATION**

**SITUATION**

Last year the District implemented a Secondary Assessment and Grading Research Team. As a result of that committee's work, Policy IK: Student Evaluation has been recommended for revision. The policy was added to the agenda by Board request on November 24, 2009. In order to allow adequate time for review and public input, the policy will be presented for second reading, with approval scheduled for the January 26, 2010, regular Board meeting.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors discuss revisions to Policy IK: Student Evaluation.

## Student Evaluation Academic Achievement\*\*

~~Teachers shall carry on a continuous evaluation of student progress in their classes. Grades and credits earned by students shall be reported and recorded as directed by the Superintendent.~~

~~Teachers shall develop a grading system to be used in that teacher's class(es) for the school year. Grading systems shall be approved by the principal.~~

~~The system will be objective, consistent and will provide for a systematic assessment and recording of student performance.~~

~~The marking system will be fully explained to the students and available to parents.~~

~~At comparable levels, the District will strive for consistency in grading and reporting except, as this is inappropriate for certain classes or certain students.~~

~~Insofar as possible, distinctions will be made between a student's attitude, behavior and academic performance.~~

~~When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents. Grades shall be supported by both a written grading policy and a well-documented record of student performance.~~

~~Parents are encouraged to discuss any concerns about their student's grades with appropriate school staff.~~

In accordance with the District's primary mission, the Board affirms that the purpose of grading and reporting is to communicate to students, parents/guardians, and educators an accurate reflection of what a student knows, understands, and can do as measured against intended learning outcomes aligned with by Oregon State and District curriculum standards. It is important that teachers apply multiple measures of student achievement to accurately assess each student's needs and growth.

1. The District will:

- a. ~~Communicate to students and parents/guardians course expectations, grading criteria, and District proficiency standards in a clear and timely manner.~~
- b. ~~Provide opportunities for discussion of a student's achievement level among teacher, student, and parents/guardians in order to establish mutual goals and identify needed support.~~

2. Student performance will be reported in two ways:
  - a. Academic achievement: an accurate evaluation of what a student knows, understands, and is able to do.
  - b. Nonacademic indicators: descriptions of the actions and behaviors that may influence student achievement.
3. Grading and reporting of academic achievement and nonacademic indicators will:
  - a. Communicate achievement based on a sufficient number and variety of assessments that are aligned with District curricular standards, and are summative in nature.
  - b. Indicate a student's level of proficiency in meeting state and District curricular standards separated from his/her nonacademic indicators.
  - c. Be consistent, accurate, meaningful, and supportive of instruction in all District schools.

The following guidelines will be used to measure and report student achievement:

1. At the beginning of each class/course, parents/guardians and students will receive information on class/course expectations, performance criteria, and District proficiency standards.
2. Academic student achievement will be communicated to students and parents/guardians based on a variety of summative assessments designed to provide information about a student's achievement at the end of a period of instruction.
3. Parents/guardians and students will be informed at least once per grading period of their student's proficiency level on District proficiency standards.
4. Parents/guardians and students will be alerted when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
5. Grades and/or portfolio content evaluations will be based only upon academic performance. Student attitude, behavior, and other nonacademic indicators will be reported separately.
6. The District will maintain consistency in grading across schools and between classes/courses.

## END OF POLICY

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### Legal References:

ORS 107.154

OAR 581-21-022

OAR 581-022-1670

OAR 581-022-1660

### Cross Reference:

Policy IKF: Graduation Requirements

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**STAFF RECOGNITION**

**SITUATION**

Since the spring of 2005, Liza Andrew-Miller has been the project manager for the District's federal Safe Schools/Healthy Students grant, operating as Hillsboro Together for Successful Kids. She has overseen \$2.8 million in annual funding for numerous grant initiatives and collaborated on District partnerships with local law enforcement, mental health, and many community agencies to support the grant's primary goals.

Although the grant has reached its conclusion, the initiatives Ms. Andrew-Miller has fostered continue within the District. These include:

- Positive Behavior and Intervention Supports – promoting and rewarding students for positive actions and creating positive school environments to optimize learning
- Attendance Improvement – monitoring and emphasizing regular attendance as key to academic success
- Care Coordinators – guiding students and families to access essential District and community services
- Hispanic Outreach – improving and maintaining communications, as well as providing advocacy and support to Hispanic families
- Diversity – establishing the Uniting to Understand Racism series of workshops and high school Unity Teams
- School Safety – School Resource Officers, safety audits, and other systems and services that ensure a physically safe environment for our students

Ms. Andrew-Miller's work also led to other programs and ongoing efforts with our community partners, including:

- HEY! – a partnership focused on alcohol and drug prevention initiatives
- Readiness and Emergency Management (REMS) grant – development of comprehensive plans for any emergency or crisis at our schools
- Community Schools – programs that connect families to schools during and after the school day, including after-school programs for students and educational and informational evenings for parents

Ms. Andrew-Miller has provided the District with a solid legacy of stronger relationships with our community partners, systems for ensuring the emotional and physical health of our students, and closer connections between our schools and families.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors congratulate and recognize Liza Andrew-Miller for her leadership and management of the Safe Schools/Healthy Students grant, and her enduring contributions to the District's and community's initiatives and programs.

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**STUDENT RECOGNITION**

**SITUATION**

Alexander McCarthy, a senior at Liberty High School, was selected as one of four semifinalists from Oregon for the Siemens Competition in Math, Science and Technology, the nation's leading original research competition for high school students. Only 414 students around the country were selected as semifinalists or regional finalists for this coveted teen science prize.

Alex's research focused on optimizing the efficiency of organic, dye-sensitized solar cells (DSSCs), which mimic natural plant photosynthesis and could potentially be a more cost-effective and less wasteful means of generating solar energy than traditional silicon-based cells and manufacturing. His work on finding an insulating compound that helps solid-based DSSCs become more functional and efficient may also contribute toward making DSSCs more commercially viable in the future solar-generation marketplace.

In addition to his research, Alex carries a 3.98 GPA in accelerated and advanced placement coursework. He is also captain of the Liberty Science Olympiad team and participates on the robotics team. He plans to pursue a degree in mechanical engineering after he graduates from Liberty.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors congratulate and recognize Alex McCarthy for his exceptional accomplishments.

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**STUDENT PERFORMANCE**

**SITUATION**

The very accomplished Burke family will provide a musical performance featuring a couple of their favorite pieces. Kendall, a sophomore at Liberty High School, will play the keyboard. Poynter eighth grader Heidi will play the violin, Eastwood sixth grader Kaela will be on viola, and third grader Hannah will play the cello. The children have a total of 30 years of experience between them, having started at young ages on their instruments. Rounding out the string quartet on violin will be their mother Tara, a private music teacher, who has been a guiding force behind her children's musical talents.

The Burkes have performed at many community events, including an ecumenical luncheon at Portland Community College-Rock Creek last spring and a summer arts master program this summer. One of their highlights was opening for Eclipse, an all-men's a capella group, when they performed at Portland State University last year.

SPECIAL SESSION of the HILLSBORO SCHOOL DISTRICT BOARD  
November 10, 2009  
District Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, Oregon

Board Present:

Carolyn Ortman, Chair  
John Peterson, Vice Chair  
Adriana Cañas  
Rebecca Lantz  
Patti McLeod  
Hugh O'Donnell  
Janeen Sollman

Administrators and Staff Present:

Mike Scott, Superintendent  
Gustavo Balderas, Assistant Superintendent  
Lu Biado, Assistant Superintendent  
Greg Zinn, Assistant Superintendent  
Adam Stewart, Chief Financial Officer  
Beth Graser, Coordinator of Communications  
Laurie Boyd, Superintendent Secretary

Others Present:

Ed Hayden, realtor  
Kyle Hayden, realtor

Board Chair Carolyn Ortman called the executive session to order at 5:02 p.m. under ORS 192.660(2)(e)—real estate. The Board discussed real estate; no action was taken. The executive session was adjourned at 5:50 p.m.

Board Present:

Carolyn Ortman, Chair  
John Peterson, Vice Chair  
Adriana Cañas  
Rebecca Lantz  
Patti McLeod  
Hugh O'Donnell  
Janeen Sollman

Administrators and Staff Present:

Mike Scott, Superintendent  
Gustavo Balderas, Assistant Superintendent  
Lu Biado, Assistant Superintendent  
Greg Zinn, Assistant Superintendent  
Adam Stewart, Chief Financial Officer  
Beth Graser, Coordinator of Communications  
Patti Book, Executive Director, Office for School Performance  
Dawn Montgomery, Executive Director, Office for School Performance  
Kathi Robinson, Executive Director, Office for School Performance  
Kristi Sandvik, Executive Director, Special Programs  
Brenda Kephart, Director, Office for School Performance  
Laurie Boyd, Superintendent Secretary

Board Chair Ortman convened the special session at 5:50 p.m. Assistant Superintendent Greg Zinn presented the 2009-2011 Consolidated Improvement Plan for Board approval. He explained the plan is more comprehensive and research embedded this year, and must be submitted online by November 15. Office for School Improvement staff shared highlights of the plan, which includes academic goals for limited English proficient and special education students, actions aligned with existing initiatives, and going deeper with implementation of the K-12 Literacy plan and a similar plan for math.

Director Hugh O'Donnell moved the Board approve the Consolidated Improvement Plan for submission to the Oregon Department of Education. Director Janeen Sollman seconded the motion. The motion carried by unanimous vote. Director O'Donnell requested that data submitted to the Board be uniformly reported for ease of comparison.

Superintendent Scott also informed the Board the District was notified by the Department of Justice that a complaint was received asserting violation of ADA requirements. The District is responding to the complaint. The special session was adjourned at 6:10 p.m.

Board Present:

Carolyn Ortman, Chair  
John Peterson, Vice Chair  
Adriana Cañas  
Rebecca Lantz  
Patti McLeod  
Hugh O'Donnell  
Janeen Sollman

Administrators and Staff Present:

Mike Scott, Superintendent  
Gustavo Balderas, Assistant Superintendent  
Lu Biado, Assistant Superintendent  
Greg Zinn, Assistant Superintendent  
Adam Stewart, Chief Financial Officer  
Beth Graser, Coordinator of Communications  
Laurie Boyd, Superintendent Secretary

Others Present:

Renee Sessler, OSBA

Board Chair Ortman convened the work session at 6:17 p.m. Peggy Holstedt was unable to attend the session. Renee Sessler, Oregon Lighthouse Project trainer, reviewed the data analysis and homework assignment from the previous training session. Board and superintendent's cabinet members continued their data analysis using additional student achievement data provided by Assistant Superintendent Greg Zinn from DIBELS results. Board members suggested using data in a uniform format for ease of comparison. Ms. Sessler stressed the importance of school boards learning to analyze data in order to focus on their district's greatest need for improvement. The Board discussed possibly scheduling an additional session for a more thorough understanding of achievement data.

Ms. Sessler shared the results of Lighthouse surveys taken in August by Board members, administrators, and licensed staff. She encouraged the Board and administration to share the results with principals and their teaching staffs. Areas noted for improvement were communication with the community and Board follow-up evaluation of decisions. Board Chair Ortman recommended Board agendas be revised to include a place to note what follow-up evaluation would be used and the timeline.

Board Chair Ortman requested that a Board member who will be attending the Oregon School Boards Association Convention stay for the Saturday night awards dinner and receive awards on behalf of the Board. Director Adriana Cañas volunteered to accept the awards. The work session was adjourned at 8:44 p.m.

REGULAR SESSION of the HILLSBORO SCHOOL DISTRICT BOARD  
November 24, 2009  
District Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, Oregon

Board Present:

Carolyn Ortman, Chair  
John Peterson, Vice Chair  
Rebecca Lantz  
Patti McLeod  
Hugh O'Donnell  
Janeen Sollman

Others Present:

Lila Young, HCU  
Kathy Newman, HEA

Administrators and Staff Present:

Mike Scott, Superintendent  
Gustavo Balderas, Assistant Superintendent  
Lu Biado, Assistant Superintendent  
Greg Zinn, Assistant Superintendent  
Beth Graser, Coordinator of Communications  
Patti Book, Executive Director, School Performance  
Dawn Montgomery, Executive Director, School Performance  
Kathi Robinson, Executive Director, School Performance  
Kristi Sandvik, Executive Director, Special Programs  
Jim Harrington, Chief Technology Officer  
Laurie Boyd, Superintendent Secretary  
Marva Wiebe, Board Secretary

Board Chair Carolyn Ortman called the work session to order at 5:03 p.m. Director Adriana Cañas was unable to attend the meeting.

1. a. Discuss District Initiatives. Superintendent Mike Scott shared an update on current District initiatives (student achievement, student safety, and equity), which are tied to the 2006-2011 Strategic Plan. Student achievement efforts include data-driven decision making, effective teaching practices, and professional development. Equity efforts include Uniting to Understand Racism (UUR) training, Coaching for Educational Equity (CFEE) training, balanced grading practices, and hiring practices. Student safety includes Safe Schools/Healthy Students programs, Readiness and Emergency Management Systems (REMS), and tactical mapping. Superintendent Scott stressed the importance of a systematic approach, beginning with intensive and strategic students and including benchmark and advanced students, to enable all students to reach benchmark by 2014. In addition, he said the District plans to enhance and be more deliberate about communication of its initiatives and programs to all stakeholders.
- b. Discuss Graduation Requirements and Grading Practices Timeline. Superintendent Scott explained that a systematic approach to alignment of grading practices and graduation requirements will provide the groundwork for student success. Executive Director Dawn Montgomery reviewed the recommended revisions to Policy IKF: Graduation Requirements with Board members and answered questions. The Board provided feedback on standardizing language throughout the policy and stressed the importance of effective communication of the requirements to students and parents.

The Board discussed the proposed 18-month timeline for revising the District's grading practices, which includes a number of milestones and culminates with the revision of Policy IK: Student Evaluation. Superintendent Scott explained there is a lot of work to be accomplished; the state is also moving in this direction and Hillsboro does not want to get too far ahead of the state. In addition, Superintendent Scott expressed the need to distribute the leadership around the issue and to have a process and system in place to allow the District to be successful and integrate with ongoing efforts. Executive Director Montgomery reviewed the steps already taken toward grading reform. Next steps include identification of standards for each course, what proficiency looks like, assessments, how to differentiate for learners who are struggling or advanced, grading scales and rubrics, and grading practices that need to change. Next steps also include adding information on balanced grading practices in teacher syllabi. Hillsboro will participate with other districts around the state doing the same work. Director Hugh O'Donnell shared some of the background of the District's study of sound grading practices over the past ten years, and requested that the District begin the timeline with the adoption of Policy IK: Student Evaluation. The Board discussed the pros and cons of adopting the policy revisions at the beginning or end of the timeline. Director O'Donnell indicated he would ask the Board to add Policy IK to the regular

session Board agenda for first reading. Assistant Superintendent Greg Zinn said the administrative regulations for Policy IK would need to include the timeline and milestones to clarify that the change in policy is an ongoing process.

- c. Discuss Measures 66 and 67. This agenda item was added at Board member request. No District employee time was used to prepare any materials. The Board discussed whether to draft resolutions regarding Measure 66 and/or Measure 67 for consideration at the December 15 Board meeting. Board members also discussed the potential impact of the measures on the District budgeting process for 2010-11.

The work session was adjourned at 7:18 p.m.

Board Present:

Carolyn Ortman, Chair  
John Peterson, Vice Chair  
Rebecca Lantz  
Patti McLeod  
Hugh O'Donnell  
Janeen Sollman

Others Present:

Don Domes, Hilhi teacher  
Marina Alcala  
Louis Godinez  
Christopher Gonzales  
Nick Jensen  
Savannah Loberger  
Nolan Osman  
Simon Pennington  
Lillian Olney  
Ben Manny  
Matt Zimmermann  
Connie Greenlee, W. Union teacher  
Laura Tuffli  
Sam Schoch  
Lauren Mickelsen  
Isaiah Espinoza  
Walt Hellman  
Kathy Newman, HEA  
Lila Young, HCU  
Kimberly McLaury  
Kim Strelchun  
Wendy Owen, The Oregonian

Administrators and Staff Present:

Mike Scott, Superintendent  
Gustavo Balderas, Assistant Superintendent  
Lu Biado, Assistant Superintendent  
Greg Zinn, Assistant Superintendent  
Beth Graser, Coordinator of Communications  
Patti Book, Executive Director, School Performance  
Dawn Montgomery, Executive Director, School Performance  
Kathi Robinson, Executive Director, School Performance  
Kristi Sandvik, Executive Director, Special Programs  
Laurie Boyd, Superintendent Secretary  
Marva Wiebe, Board Secretary

2. Call to Order and Flag Salute. Board Chair Ortman called the regular session meeting to order at 7:30 p.m. and led the Pledge of Allegiance.
3. Board Recognition. The Board recognized Hilhi teacher Don Domes and the Hilhi robotics program for their creation of a part that is in the fall LEGO Robotics catalogue. Seven Hilhi students and one Hilhi graduate presented information on the program and demonstrated one of the robots they built. In addition, Mr. Domes acknowledged retired Intel engineer Ben Manny and retired Tektronix engineer Matt Zimmermann, who have donated many hours to the program.

Student Presentation. Grade 3/4 students in Mrs. Greenlee's class at West Union Elementary School presented a Readers Theater performance based on the book, *It's a Hummingbird's Life*, by Irene Kelly. Readers were Laura Tuffli, Sam Schoch, Lauren Mickelsen, and Isaiah Espinoza.

4. Approval of Agenda. Director Hugh O'Donnell moved to approve the agenda with the addition of one agenda item, the first reading of Policy IK: Student Evaluation. Director Patti McLeod seconded the motion. The motion carried by a vote of 6-0. The policy will be added as agenda item 9f.
5. Audience Time. Board Chair Ortman explained the procedure for addressing the Board according to Policy BDDH: Public Participation in Board Meetings. Two requests were received to address the Board.
6. Consent Agenda. Director Rebecca Lantz moved to approve the Consent Agenda as printed in the packet. Director John Peterson seconded the motion. Director Janeen Sollman reported an error in the October 27, 2009, minutes. The donation of \$3,500 from the Intel Matching Gifts to Education Program to Liberty High School on behalf of Kathleen Diane Marshall should have been from the Nike Employee Matching Gift Program. Director Sollman made a "friendly amendment" to the motion to approve the consent agenda with one correction to the October 27, 2009, minutes. The motion carried by unanimous vote. Consent agenda items were as follows:
  - a. Approve Minutes of October 13, 2009
  - b. Approve Minutes of October 27, 2009
  - c. Approve Routine Personnel Matters:
 

Ratify the acceptance of the retirement of the following licensed personnel:  
     Mary Davis                      James W. Paterson                      Gloria Springer

Approve the employment of the following licensed personnel in the 2009-10 school year who have held temporary status:  
     Cheryl Carstens                      Michelle DeBolt

Approve the employment of the following licensed personnel who have retired and been hired on a temporary contract for the 2009-10 school year:  
     James W. Paterson                      Gloria Springer                      Gail Turney

Approve the employment of the following licensed personnel in the 2009-10 school year:  
     Derek Goin                      Jennifer King                      Christopher Montague

     Kelly Turner
  - d. Accept donations that are valued at \$500 or more:
    - Donations totaling \$25,250 from the Intel Volunteer Grant Program to match Intel employee and retiree volunteer hours and to fund school activities as follows:
      - \$485 to Eastwood Elementary School
      - \$635 to Free Orchards Elementary School
      - \$3,875 to Imlay Elementary School
      - \$3,050 to Jackson Elementary School
      - \$1,605 to Lenox Elementary School
      - \$1,090 to Mooberry Elementary School
      - \$1,960 to Poynter Middle School
      - \$12,550 to Century High School
    - Donation of \$1,000 from Coldwater Creek's Adopt-a-School Program to be used to update technology programs at Brookwood Elementary School.
    - Donation of \$1,000 from Eric and Bobbi Morse to be used to purchase playground equipment at Brookwood Elementary School.
    - Donation of \$1,000 from Vertical Screen, Inc., to Brookwood Elementary School for general education.
    - Donation of \$1,400 from the W. L. Henry Parent Committee to purchase classroom supplies at W. L. Henry Elementary School.
    - Donations totaling \$3,509.78 from Mooberry Elementary PTA to pay for the installation of a play structure and bark chips at Mooberry Elementary School.
  - e. Adjust Appropriations: Special Revenue Funds

FUND	DESCRIPTION		ADJUSTED APPROPRIATION	PREVIOUS APPROPRIATION	TOTAL ADJUSTMENT
180	CTL Univ of Oregon	New Support	\$36,736.00	\$0.00	\$36,736.00
198	OR Dept. Of Human Service - YTP	Increase Instruction	\$105,461.27	\$75,000.00	\$30,461.27

203	TITLE I Summer Migrant	Increase Instruction	\$211,200.00	\$200,000.00	\$11,200.00
203	TITLE I Summer Migrant	Decrease Support	\$70,708.82	\$100,000.00	(\$29,291.18)
212	TITLE IC (Migrant)	Decrease Instruction	\$133,361.00	\$355,000.00	(\$221,639.00)
212	TITLE IC (Migrant)	Decrease Support	\$204,488.00	\$445,000.00	(\$240,512.00)
212	TITLE IC (Migrant)	Increase Enterprise	\$9,000.00	\$0.00	\$9,000.00
231	IDEA (PL 101-476)	Decrease Instruction	\$1,097,423.00	\$2,000,000.00	(\$902,577.00)
231	IDEA (PL 101-476)	Increase Support	\$1,976,103.00	\$1,250,000.00	\$726,103.00
231	IDEA (PL 101-476) ARRA	New Instruction	\$1,123,077.00	\$0.00	\$1,123,077.00
231	IDEA (PL 101-476) ARRA	New Support	\$539,719.00	\$0.00	\$539,719.00
270	Nike, Inc.	Decrease Instruction	\$98,540.00	\$100,000.00	(\$1,460.00)

## 7. Action Items

- a. Elect OSBA Officers and Vote on Resolutions. Director McLeod explained that the OSBA board preselected their slate of officers so there was only one candidate for each office; however, their constitution requires that their officers be ratified by school boards. Director Lantz asked what happened to the president-elect from last year. Director McLeod explained she was unable to fulfill her role as president this year. Board Chair Ortman reminded the Board they have two votes for each officer and resolution.

Board Chair Ortman called for the vote for Bobbie Regan for OSBA board president. The vote was unanimous in favor; two votes will be awarded to Ms. Regan.

Board Chair Ortman called for the vote for Randy Tweten for OSBA board vice president. The vote was 5-1 in favor, with Board Chair Ortman voting against; two votes will be awarded to Mr. Tweten.

Board Chair Ortman called for the vote for Kris Howatt for OSBA board secretary-treasurer. The vote was 5-1 in favor, with Board Chair Ortman voting against; two votes will be awarded to Ms. Howatt.

Board Chair Ortman asked if there were any questions regarding Resolution 1: Voting by Education Service Districts and Community Colleges. There being no questions, Ms. Ortman called for the vote. The vote was unanimous in favor; two votes for the resolution will be recorded.

Board Chair Ortman asked if there were any questions regarding Resolution 2: Establish a Finance Committee in the OSBA Constitution. Director Lantz said she sees serious conflicts with Resolutions 2 and 3. School boards no longer get to nominate officers, and this resolution has the OSBA president appointing members of the finance committee. She felt this was a problem with oversight. Board Chair Ortman explained there was no provision to make recommendations on the resolution; Board members needed to vote yes or no. Director McLeod clarified that the Finance Committee would audit the organization, not the OSBA board. Director Peterson said there is no indication of the number of members or what their powers would be. He felt that the resolution was poorly written and should be voted against. Board Chair Ortman felt that the fact that the committee was appointed by the OSBA board and composed partly of OSBA board members made it an inappropriate composition. Ms. Ortman called for the vote. The vote was 2-4, with Director Lantz, Director O'Donnell, Director Peterson, and Board Chair Ortman voting against; two votes against the resolution will be recorded.

Board Chair Ortman asked if there were any questions regarding Resolution 3: Election of OSBA Officers. Director Lantz voiced her concern with the OSBA board electing their officers, which previously have been elected by school boards. Director Peterson said he does not see a problem with OSBA electing their own officers just like school boards. Board Chair Ortman expressed concern that the OSBA board appoints their own board members in situations where there is no candidate; election of their officers is a way to keep some balance. Director McLeod, who is on the OSBA board, said she had some concerns when OSBA presented changes to their governance model, and did not vote for the governance changes. Ms. Ortman called for the vote. The vote was 4-2, with Director Lantz and Board Chair Ortman voting against; two votes for the resolution will be recorded.

Board Chair Ortman asked if there were any questions regarding Resolution 4: New OSBA Board of Directors Positions. Director Lantz felt that representation was a major concern. Ms. Ortman called for the vote. The vote was 2-4, with Director Lantz, Director McLeod, Director Sollman, and Board Chair Ortman voting against; two votes against the resolution will be recorded.

- b. Approve Revisions to Policy IIBGA: Electronic Communications System. Superintendent Scott reminded the Board that this policy was presented for approval at the October 27, 2009, Board meeting. At that time, the Board had questions on whether the language in the last paragraph was required and recommended changing “will” to “may.” Chief Technology Officer Jim Harrington explained that the recommended change was made and asked the Board for approval of the policy. Director O'Donnell moved to approve the revisions to Policy IIBGA: Electronic Communications System. Director Lantz seconded the motion. The motion carried by unanimous vote.
  - c. Approve High School Course Proposal: Historical Issues of the Twentieth and Twenty-first Centuries. Executive Director Kathi Robinson presented high school course proposal Historical Issues of the Twentieth and Twenty-first Centuries for Board approval. She explained that an evaluation process was added per Board request. Director O'Donnell asked when the course would begin and when the evaluation would take place. Ms. Robinson explained that the course would begin in 2010-11 and the evaluation would occur in June of 2011. Teachers of new courses present to the Citizens' Curriculum Advisory Committee (CCAC) each June. Director O'Donnell requested that teachers present the evaluation to the Board as well as to the CCAC. Director O'Donnell moved to approve the course and evaluation process. Director Sollman seconded the motion. The motion carried by unanimous vote.
8. Lighthouse Project Update. Board Chair Ortman explained that the Lighthouse project is a research project to determine the impact school boards can have on student achievement. At the last Lighthouse training session, the Board continued with their student data analysis and reviewed staff and Board survey results. Ms. Ortman further explained that the Lighthouse program modules will be revamped to better fit the District's needs.
  9. Reports and Discussion
    - a. Hillsboro Chamber of Commerce Crystal Apple Awards. Communications Coordinator Beth Graser introduced the Hillsboro Chamber's vice president of special events, Iris Smith, and thanked the chamber for the program. Ms. Smith said the program, which is in its fifth year, is their way of honoring excellence and recognizing teachers who are developing future members of the community. The next awards dinner will be held February 25, 2010, at the Tuality Health Education Center. The chamber is accepting nominations for teachers, support staff, and administrators. Ms. Smith said applications were available on a back table and on the chamber's website.
    - b. Policy IKF: Graduation Requirements—First Reading. Executive Director Dawn Montgomery presented Policy IKF: Graduation Requirements for first reading. She explained that the Board discussed the policy in work session and additional changes will be made during the review period. The policy will be presented for final approval at the December 15 Board meeting. Board Chair Ortman asked that Board members get any additional suggestions to Ms. Montgomery as soon as possible.

- c. Policies BBF: Board Member Standards of Conduct, GCPB/GDPB: Resignation of Employees, and JFCF/GBNA: Hazing/Harassment/Intimidation/Bullying/Menazing—First Reading. Superintendent Scott presented three policies for first reading. He explained that Policy BBF pertains to the use of social media sites and Board conduct. Policy GCPB/GDPB gives the Board the opportunity to request additional discipline through Teachers Standards and Practices Commission (TSPC) when teachers fail to give 60 days notice of resignation. Policy JFCF/GBNA requires uniform reporting procedures regarding harassment. Director Peterson commented that, regarding resignation of employees, he is not sure he would want an employee who does not want to be here teaching our students. Board Chair Ortman clarified that there may be instances where a teaching position is hard to fill, and this policy would give the Board the opportunity to require the teacher to stay until the position could be filled. The Board would not be required to request the additional discipline. Ms. Ortman requested that, if the Board approves the policy revision, the District implement a reporting mechanism so the Board can be aware when a teacher fails to give the required notice. She asked that Board members get any comments to Superintendent Scott prior to the next Board meeting.
- d. Support Services Annual Reports – Summer Maintenance and Bond, Nutrition Services, Technology Services, and Safe Schools/Healthy Students (SS/HS) Grant. Assistant Superintendent Gustavo Balderas shared highlights of the support services annual reports. He reported that Construction Management opened two new schools on time and under budget, one of which is a LEED school (Rosedale). In the Facilities Department, 100 Miller Education Center students were employed in the summer work program. Nutrition Services served 87,000 more meals than the previous year, and ran 17 summer feeding programs. Technology Services offered over 150 technology classes and is in the process of implementing wireless accessibility in buildings throughout the District. The SS/HS grant comes to a close next week. Assistant Superintendent Balderas commended Director Liza Andrew-Miller for the work she has done over the four years of the grant, and for her collaboration with other agencies. New programs implemented during the grant include PBIS and Care Teams. Mr. Balderas said these new programs will be sustained after the grant ends and will benefit the entire community. Board Chair Ortman thanked Mr. Balderas and said she was impressed by the depth of the reports and the excellent information provided.
- e. High School Course Proposals: AP Environmental Science, Floral Design and Marketing, Japanese Arts and Culture, and Strength Training for Women—First Reading. Executive Director Robinson presented four new high school course proposals for first reading and gave a brief overview of each one. Director Lantz asked what requirement the Japanese culture course would fulfill. Ms. Robinson said it would be an elective and would not fulfill a requirement. Director Peterson expressed concern about adding electives at a time when the budget is very tight. In addition, Board Chair Ortman expressed concern about adding electives that are not tied to any requirements. Director McLeod commented that the District already has an approved strength training course and asked if that would become a course for men only. Ms. Robinson clarified that the coed strength training class was offered several times during the day; the course for women would be offered once per day for those female students who felt uncomfortable working out with male students. Ms. Ortman said the courses would be on review until the December 15 Board meeting and to share any additional questions or comments with Ms. Robinson.
- f. Policy IK: Student Evaluation—First Reading. Director O'Donnell presented Policy IK: Student Evaluation for first reading. He explained the policy was discussed in work session earlier in the evening. Director Lantz asked how the policy review would be communicated to the public before bringing it forward for approval. Board Chair Ortman suggested the policy be presented December 15 for a second reading and approval delayed until January 26, 2010. Director Sollman commented that she understands the purpose for bringing the policy forward for review, but would like to consider the plan and timeline presented by administration. Ms. Ortman said the policy is an integral part of the timeline; depending on what happens with the policy, the timeline may need to be revised. She felt that placing the policy on review at this time would give staff members time to get back to the Board with additional information. Board members were asked to direct their questions to Assistant Superintendent Greg Zinn.

10. Routine Reports

- a. Financial Report. Superintendent Scott presented the financial report. Chief Financial Officer Adam Stewart was absent due to illness. Director Peterson commented that he also attended the OASBO Conference, where Paul Warner referred to the Great Recession and the loss of 100,000 jobs. Director Peterson said we are technically no longer in recession; however, the only part of the economy that has expanded to take us out of recession is government spending money, which is one-time money. He encouraged Board members to keep that in mind when hearing that we are out of the recession.

11. HCU/HEA Presidents' Reports. HCU President Lila Young said she was glad to see Don Domes and his long-time volunteers recognized. She also enjoyed the performance by the students from West Union. Regarding the work session discussion on graduation requirements, Ms. Young suggested making the information available at every parent conference and including it on report cards. Ms. Young said she represents classified staff who directly and indirectly affect student education. Staff members have had their hours cut and their work load increase; some are doing the job of one-and-a-half or two people. She asked that, when considering cuts, the District consider how much time each job requires. Ms. Young felt that not everyone may agree on Measures 66 and 67, but everyone needed to step up to the plate because the District cannot afford any additional cuts. She encouraged the Board to keep working toward stable funding. Ms. Young wished everyone a happy Thanksgiving and a restful weekend.

HEA President Kathy Newman congratulated Don Domes on his recognition. Regarding the policy on 60-day notice and TSPC sanctions, Ms. Newman said the sanctions are already in statute; it is not necessary to have a policy. She said HEA lets its members know about the requirement. Ms. Newman asked if this has been an issue with teachers. Assistant Superintendent Lu Biado said it has not been an issue. In response to comments made during the work session, Ms. Newman said that teachers are used to change and want to work hard; however, when several things hit all at once, it doesn't feel very systematic. Teachers do want to use best practices and do want to do what is best for students. Ms. Newman felt that communication is a big issue. Examples heard from members include teachers who are invited to training, then are told they are now part of a two-year research project, and teachers who hear of new programs in August when they come back to school. Staff members want information ahead of time and to be involved in planning, be part of the buy in. Regarding Measures 66 and 67, Ms. Newman said Oregon is 49<sup>th</sup> when it comes to business tax and will be 48<sup>th</sup> if it passes. The \$10 fee would go to \$150, and there would be a temporary tax increase for businesses with taxable income of over \$250,000. The few farms that will pay are those that have more than \$500,000 of Oregon revenue (only one tenth of one percent). Ms. Newman said if we want the legislature to go back and do the job right, we need to pass these measures; they took a bold step putting forth these temporary measures. She wished everyone a happy Thanksgiving.

12. Audience Time. Ms. Kimberly McLaury, 2831 NE Lorie Drive, Hillsboro, said she has been a classified substitute in the District since 2007 and a District parent since 1995. She requested training for special education assistant (SEA) substitutes, suggesting it could be done online. Ms. McLaury shared a list of trainings she felt would be beneficial. Director Lantz thanked her for sharing her concerns. Executive Director Kristi Sandvik and Assistant Superintendent Zinn will follow up with Ms. McLaury.

Ms. Kim Strelchun, 2380 NE 10<sup>th</sup> Avenue, Hillsboro, said she is a parent, PTA president, and member of Stand for Children. She encouraged the Board to inform the community about the potential impact of the failure of Measures 66 and 67. She reminded the Board that the state legislature filled the budget hole last year with tax increases that have been referred to the public; she reviewed some of the cuts the District has already made and asked the Board to communicate the information to the community.

13. Superintendent's Time. Superintendent Mike Scott said he had the opportunity to visit Brown Middle School and the Liberty Life Skills class earlier in the day. He said we have many dedicated teachers and instructional assistants. He enjoyed meeting with some of them, particularly Sarah Tierney at Brown and Alex Kidby at Liberty. Superintendent Scott also acknowledged Liza Andrew-Miller and

said the work she has done with the Safe Schools/Healthy Students grant has significantly impacted students in the District. He wished everyone a happy Thanksgiving.

14. Board of Directors' Time. Director Patti McLeod extended her appreciation to Mr. Domes. She said her son had Mr. Domes as a teacher and has continued his interest in robotics in college. Director McLeod attended the OSBA Convention earlier in the month and enjoyed keynote speaker Doug Reeves. The convention renewed her sense of commitment to education advocacy. Ms. McLeod also visited a kindergarten classroom at Lincoln Street Elementary School. She commended teacher Katie Dill. Ms. McLeod is serving on the Oregon Department of Education Full Day Kindergarten Task Force and will be sharing her interest in creating equitable opportunities from district to district statewide.

Director John Peterson commended Executive Director Loren Rogers and Facilities Coordinator Jim Peterson on the great new paint job in the Board room. Director Peterson said he represents a facilities manager for a large electronic company and the square footage his client manages is small compared to the District, yet his crew of electricians and maintenance staff is equal to what we have in the District. He said he never ceases to be amazed by what gets done and how well it gets done. Mr. Peterson apologized if some in the work session were offended by his views on Measures 66 and 67. He said we all know we need revenue to run the District, but the measures are a flawed approach. He has seen several businesses close up and expects more to come.

Director Janeen Sollman said she was recently at Tobias Elementary and gave accolades to the Facilities Department for the great work being done there. She said she is very fortunate to work for a company that supports our robotics programs and encourages civic responsibility. She is encouraged by her employer to attend public functions and was privileged to attend the Stand for Children "Beat the Odds" Luncheon honoring students who have overcome serious odds. Director Sollman also attended the new teacher fall summit, and the Superintendent's Listening Session at Hilhi. Ms. Sollman apologized for missing the October Board meeting while she was on an excellent trip to China with the Hillsboro Chamber. She encouraged the audience to check the chamber's website for information on future trips. Ms. Sollman also attended Coaching for Educational Equity (CFEE) training in October, and expressed appreciation for OSBA's sponsorship of the cost. Ms. Sollman appreciated the conversation about Measures 66 and 67 which have direct impact on the District and encouraged everyone to find out more. In addition, she asked everyone to support their local arts and said she has a part in a holiday play with HART theater, along with students from the District and other members of the community. She wished everyone a great holiday.

Director Hugh O'Donnell said he has heard very appreciative comments from the neighbors around the J. B. Thomas site for the excellent clean up and commended Loren Rogers and Jim Peterson.

Director Rebecca Lantz commented on the District's return to half-day kindergarten and expressed the opinion that funding would be better spent on early intervention and Head Start than on full-day kindergarten.

Board Chair Carolyn Ortman acknowledged the number of students experiencing great success in playoffs and choir and band competitions this fall. She reported that she has been asked to join the Right Brain Initiative governing committee and is delighted to represent the Board on the committee. She wished everyone a great Thanksgiving holiday and a restful weekend.

15. Executive Session. No executive session was called.
16. Adjournment. The meeting was adjourned at 9:52 p.m.

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**APPROVE ROUTINE PERSONNEL MATTERS**

The Superintendent recommends the Board of Directors:

- A. Approve the employment of the following licensed personnel in the 2009-10 school year:
1. **Sarah Keller**  
Education: MA, George Fox University, Newberg OR  
Experience: None  
Assignment: Temporary, 0.4 FTE, Resource, Eastwood Elementary
  2. **Owen McCartney**  
Education: MA, Portland State University, Portland OR  
Experience: One Year (Hillsboro, OR)  
Assignment: Temporary, 0.2 FTE, PE, Reedville Elementary
  3. **Rebecca Parris**  
Education: BA, George Fox University, Newberg OR  
Experience: Five Years (Hillsboro, OR)  
Assignment: Temporary, 0.5 FTE, Resource, Witch Hazel Elementary
  4. **Paula Roberts**  
Education: BA, Southern Oregon University, Ashland OR  
Experience: Eight Years (Hillsboro, Portland, OR)  
Assignment: Temporary, 0.4 FTE, Math/Health/Science, Evergreen Middle
  5. **Jamie Scheller**  
Education: MA, George Fox University, Newberg OR  
Experience: One Year (Hillsboro, OR)  
Assignment: Temporary, 0.5 FTE, Resource, W. L. Henry Elementary

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**ACCEPT GIFTS AND DONATIONS**

**SITUATION**

District Policy KH provides that the District may accept donations of gifts which may serve to enhance and extend the work of the schools. Special note is made of contributions for equipment or services that are not likely to be acquired from public fund expenditures.

The purpose of this report is to describe to the Board the donations received that are valued at \$500 or more.

- Donation of \$2,200 from the Brookwood Boosters to fund technology at Brookwood Elementary School.
- Donation of \$2,600 from the G.A.P.S. Foundation to the following schools and programs:
  - \$1,000 to Minter Bridge Elementary School to start a mariachi band.
  - \$1,000 to Minter Bridge Elementary School to create an after-school music and movement program.
  - \$600 to Century High School to equip the teen parent classroom with a softscape play area and tumbling mat to encourage baby and toddler gross motor skill development.
- Donations totaling \$62,123 from the Intel Volunteer Grant Program to match Intel employee and retiree volunteer hours:
  - \$3,920 to Farmington View Elementary School
  - \$2,260 to W. L. Henry Elementary School
  - \$1,810 to Indian Hills Elementary School
  - \$3,995 to Ladd Acres Elementary School
  - \$1,140 to Lincoln Street Elementary School
  - \$3,305 to Minter Bridge Elementary School
  - \$2,410 to Orenco Elementary School
  - \$2,115 to Patterson Elementary School
  - \$6,070 to West Union Elementary School
  - \$2,425 to Witch Hazel Elementary School
  - \$5,570 to Evergreen Middle School
  - \$12,255 to Glencoe High School
  - \$4,845 to Glencoe High School Ski Racing Club
  - \$7,975 to Liberty High School
  - \$2,028 to Hillsboro School District

**RECOMMENDATION**

The Superintendent recommends the Board of Directors accept the donations.

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**ADOPT BUDGET PLANNING CALENDAR FOR 2010-11**

**SITUATION**

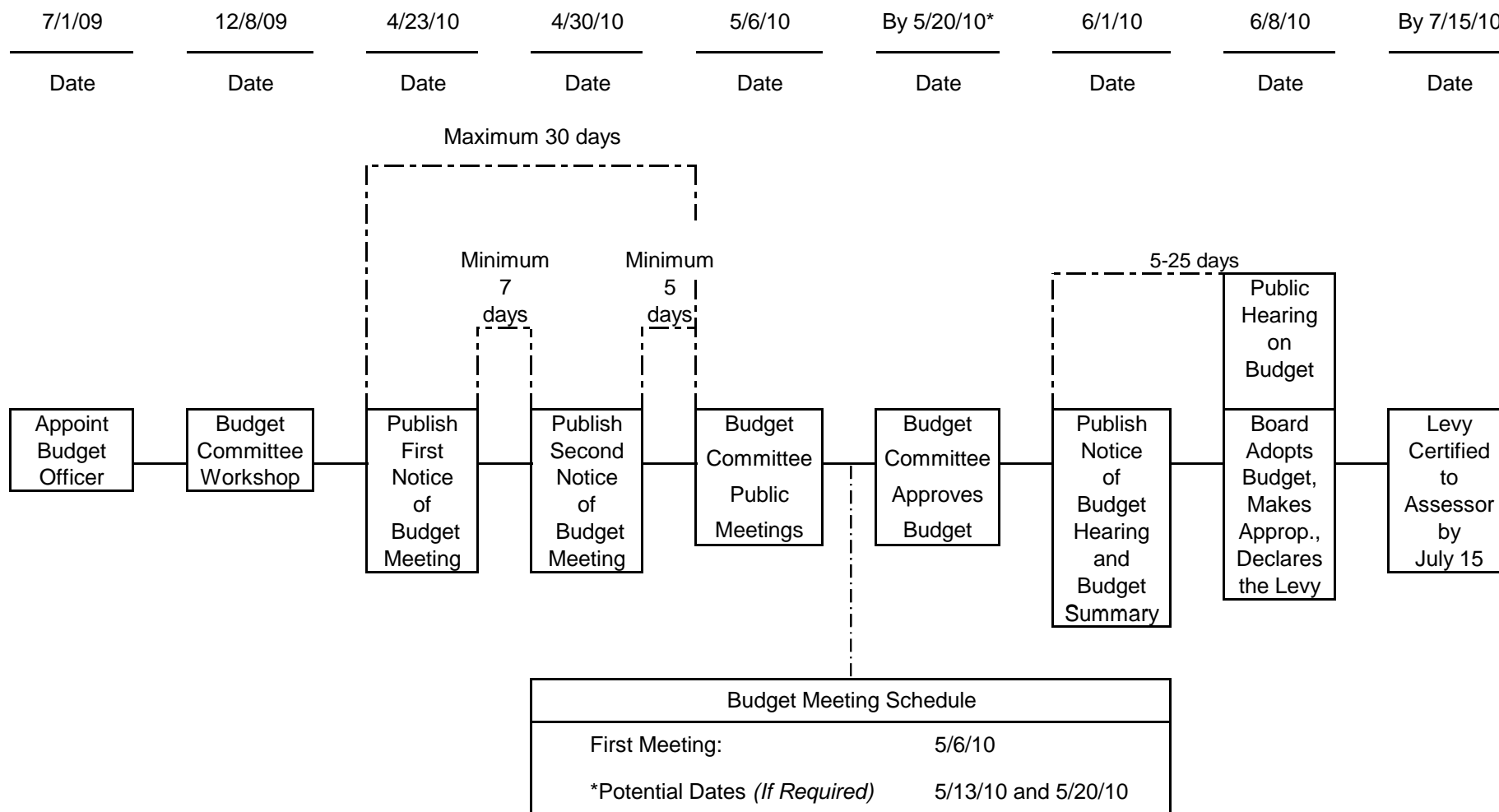
Each year the Board of Directors adopts a budget planning calendar for the upcoming year in accordance with ORS 294.305-294.565 and Board Policy DBC. The administration will prepare the Proposed Budget, which will be presented at the Budget Committee meeting on May 6, 2010. Provision has been made for additional meetings on May 13 and May 20 if needed. The calendar provides for the Public Hearing and Board actions to be taken at the regular June 8, 2010, Board meeting.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors adopt the proposed 2010-11 Budget Planning Calendar.

# HILLSBORO SCHOOL DISTRICT 1J

## PROPOSED BUDGET PLANNING CALENDAR - 2010-11



**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**ADJUST APPROPRIATIONS: SPECIAL REVENUE FUNDS**

**SITUATION**

Our District is eligible to apply for a variety of grants. Estimates of these grants and other special revenue funds are included in the annual spring budget process.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors approve the adjusted appropriations for the following special revenues.

FUND				ADJUSTED APPROPRIATION	PREVIOUS APPROPRIATION	TOTAL ADJUSTMENT
166	OR LEADERSHIP NTWK	Increase	Support	\$85,000.00	\$10,000.00	\$75,000.00
171	EBISS	Increase	Support	\$15,500.00	\$0.00	\$15,500.00
171	EBISS COORDINATOR	Increase	Support	\$62,500.00	\$60,000.00	\$2,500.00
180	CTL UNIV of OREGON - MSIP	Increase	Support	\$111,736.00	\$36,736.00	\$75,000.00
196	SPR&I	Increase	Support	\$8,496.00	\$7,500.00	\$996.00
199	REGIONAL AUTISM SERVICES	Increase	Instruction	\$359,600.00	\$250,000.00	\$109,600.00
208	SCHOOL IMPRV G FUNDS	New	Support	\$178,718.32	\$0.00	\$178,718.32
208	TITLE IA OF IASA	Decrease	Instruction	\$1,628,339.13	\$2,775,000.00	(\$1,146,660.87)
208	TITLE IA OF IASA	Increase	Support	\$1,324,142.12	\$225,000.00	\$1,099,142.12
208	TITLE IA OF IASA	Increase	Enterprise	\$81,833.75	\$0.00	\$81,833.75
208	TITLE IA OF IASA ARRA	Increase	Instruction	\$1,858,851.37	\$0.00	\$1,858,851.37
208	TITLE IA OF IASA ARRA	Increase	Support	\$372,762.99	\$0.00	\$372,762.99
208	TITLE IA OF IASA ARRA	Increase	Enterprise	\$23,543.64	\$0.00	\$23,543.64
208	TITLE ID OF IASA	Increase	Instruction	\$36,764.00	\$0.00	\$36,764.00
208	TITLE ID OF IASA ARRA	Increase	Instruction	\$18,398.00	\$0.00	\$18,398.00
231	IDEA (PL 101-476)	Increase	Instruction	\$3,088,526.00	\$3,073,526.00	\$15,000.00
231	IDEA (PL 101-476) ARRA	Increase	Support	\$1,830,610.87	\$1,662,796.00	\$167,814.87

**HILLSBORO SCHOOL DISTRICT**  
**December 15, 2009**  
**APPROVE 2009 ANNUAL REPORT**

**SITUATION**

The 2009 Annual Report to the community is intended to provide a snapshot of the Hillsboro School District, its priorities, recent progress, and a clear, concise account of student and school performance based on the most recent State Report Card and assessment data, as well as the Federal Adequate Yearly Progress Report.

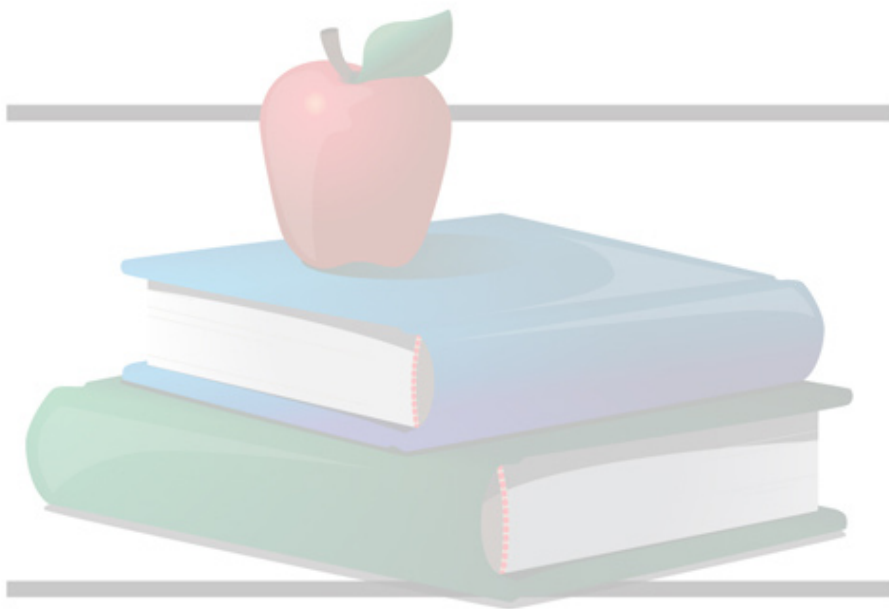
This 2009 Annual Report was designed to serve primarily as a dynamic online report for the community, visitors, and/or potential new residents or businesses to access. Limited quantities of the publication will be printed for those instances where a printed document is needed or makes more sense than directing someone to the online version. This transformation beyond the traditional printed school district annual report is beginning to occur among school districts across the nation as the communications approaches are becoming more interactive and electronic-based, and as districts become more environmentally conscious and find new opportunities to reduce costs.

The District's new "feeder areas" are prominently displayed – with individual school information listed, including student enrollment numbers, state report card ratings, and federal AYP status. The secondary school listings include information on academic programs, extracurricular activities, and other fast facts.

The content of the 2009 Annual Report focuses on District-level achievement data with highlights of academic programs, instructional initiatives, and priorities for the coming year. Individual campus data will be available on the school websites and, again, will be a more dynamic opportunity to learn about our individual schools.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors approve the 2009 Annual Report.



HILLSBORO  
SCHOOL

• DISTRICT •



For the fourth consecutive year, the District has published an Annual Report designed to provide the community with an overview of academic performance in the Hillsboro School District. We continue to actively monitor our progress in meeting the goals outlined in our Strategic Plan 2006-2011; and we invite you to take a look at some of the recent accomplishments, which are included in this report.

We are pleased to welcome our two newest schools - Rosedale Elementary and South Meadows Middle School - to our District; and we thank the community for its support of the 2006 construction bond - which has resulted in five new schools; and improvements to our existing schools.

It is through partnerships with volunteers, businesses, community and civic organizations; as well as city and county agencies that we are able to provide a rigorous and enriching instructional program for every child. Your feedback is important to us. Please review the document and contact us if you have any questions.

Sincerely,

Superintendent

## School Board



Carolyn Ortman  
Board Chair  
Position 2



John Peterson  
Vice Chair  
Position 7



Adriana Canas  
Position 5



Patti McLeod  
Position 3



Rebecca Lantz  
Position 6



Hugh O'Donnell  
Position 4



Janeen Sollman  
Position 1

The mission of the Hillsboro School District, a partnership of schools, families and community, is to ensure each student graduates prepared to succeed and contribute in a global society by engaging our diverse learners in a challenging, personalized program of excellence.

**Our Top Priorities**

**Student Achievement**

We are focused on improving student achievement across the District, at every school, grade-level, in every classroom - to provide the greatest opportunity for every child to succeed. As you will see on page six, we are committed providing a rigorous academic program for all students; and we will actively monitor our progress by reviewing individual student achievement data.

**Safety**

Student and staff safety is a priority in the Hillsboro School District. The District has been actively engaged in enhancing its emergency management system since 2007, when the District received a \$740,000 grant from the U.S. Department of Education. The Readiness and Emergency Management Grant (REMS) has allowed us to provide training for staff and collaborate with community partners in emergency planning, preparation and response.

**Equity**

We are committed to setting high standards for all students and ensuring they have the opportunity to reach and exceed their individual potential during their school years in Hillsboro. We are in the process of beginning a comprehensive equity evaluation of our District's programs and resources to ensure every child - whether struggling to read or exceeding grade-level expectations - receives a quality education that supports their academic growth. We will keep you informed as we dive into this important work and assess the findings.

**FAST FACTS**

**Students**

Student enrollment Grades K-12	20,251
Demographic Data 2009	
58.2 percent White	
30.8 percent Hispanic	
7.6 percent Asian	
2.6 percent Black	

47 percent of Hillsboro's students qualify for the free- or reduced-priced meal program.

**Schools**

High Schools (9-12)	4
Middle Schools (7/8)	4
Alternative Center (7/8) & (9-12)	1
Elementary Schools (K-6)	25

**Total Schools** 34

Average student/teacher ratio 27:1

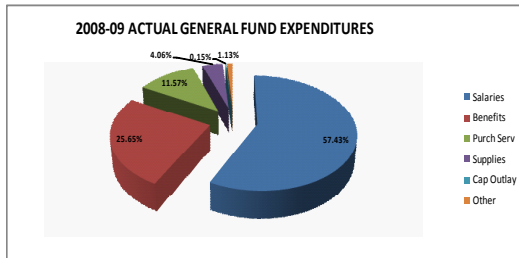
**Staff**

Teachers	1,037
Average years teaching experience	10.9
Educational Assistants	363
Support Staff	566
Administrators	52

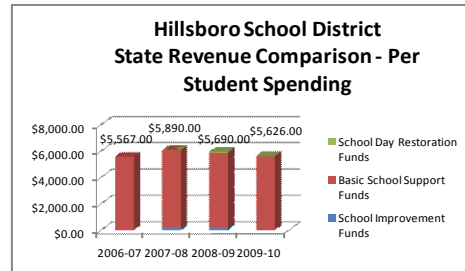
The Hillsboro School District began the 2008-09 school year in a strong financial position due to conservative fiscal management over the previous several years. By mid-September, however, the economy began to falter in what would turn out to be just the beginning of a global slowdown. Impacts to schools in Oregon were first felt in December 2008 when \$67 million was cut from the statewide K-12 budget, and again in March 2009 when an additional \$54 million was cut due to anticipated revenue shortfalls. The translation to Hillsboro Schools was approximately \$5.7 million in cuts, which were accommodated by utilizing reserves and implementing a spending freeze. Budgeting for the 2009-10 school year included \$18.3 million in cuts to the current service level (which includes roll-up costs); these cuts were accomplished with minimal staff layoffs due to collaboration with our employee unions, use of reserve funds and budget reductions.

Below are several graphs to give a sense of how funds are received and managed in our District.

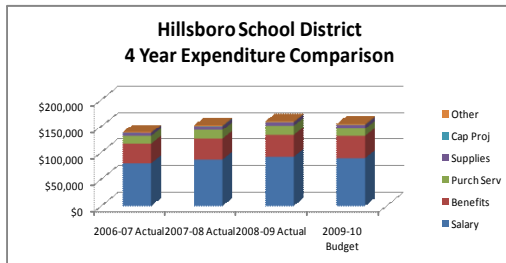
## 2008-09 EXPENDITURES



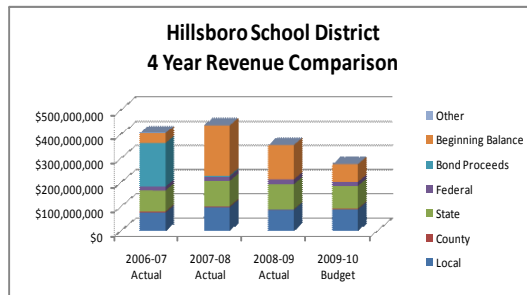
## 2008-09 REVENUE



## Hillsboro School District 4 Year Expenditure Comparison



## Hillsboro School District 4 Year Revenue Comparison



## District Strategic Plan 2006-2011 Year-Three Progress

### *Our Roadmap to Student Success*

The 2008-09 school year marked the third year of implementation of the District's Strategic Plan for 2006-2011. The Plan was developed by a broad-based group of community members, business leaders, parents and staff. The Hillsboro School District Board of Directors adopted the plan on February 28, 2006. The Strategic Plan shapes the vision for the District by focusing on four major strategies that guide the work of every school and department.

- I. We will reignite the community's passion and commitment for our schools in order to build a world-class school system.*
- II. We will develop and implement a comprehensive plan to address future population growth.*
- III. We will ensure staff use effective instructional strategies that actively engage students in achieving our strategic objectives.*
- IV. We will continue our Hispanic outreach programs to ensure that all students meet both standards and graduation requirements.*

### **Major Accomplishments:**

**Strategy I:** Coordinated dedication ceremonies for the new schools and publicized the progress of the 2006 construction bond. The Hillsboro School Board sought community input in defining the optimal qualities desired in a new superintendent prior to the search.

**Strategy II:** Implemented Phase II of the boundary adjustment process, which included secondary schools- resulting in clean feeder patterns. Constructed two new schools: South Meadows Middle School and Rosedale Elementary School; and prepared them for the opening of the 2009-10 school year.

**Strategy III:** Implemented the District's K-12 Literacy Plan. Provided information and resources to schools, students and parents regarding changes to Oregon high school graduation requirements. Conducted Districtwide training. Districtwide implementation of Positive Behavior Support Systems (PBIS) and Attendance Plan.

**Strategy IV:** Conducted Uniting to Understand Racism dialogue sessions to build cultural competence within our District. Expanded High School Unity Teams, providing more opportunities for students to engage in leadership projects that promote the prevention of hate, violence and bullying. Developed an Equity Plan and conducted equity training for administrators.

## Academics & Instruction

The Hillsboro School District is committed to improving student achievement through the implementation of a consistent, rigorous academic program and research-based instructional practices districtwide. Individual and collective student performance data will continue to be evaluated to measure the effectiveness and strengthen the District's academic programs and instructional practices. Some of the recent and ongoing developments to the District's academic programs are:

### Power Standards

In 2007, the District developed a set of curriculum guidelines, called 'Power Standards', based on Oregon State Standards. The Power Standards provide a rigorous and consistent program of instruction by identifying the most essential skills our students need to master at every grade level in the areas of Health, Literacy, Mathematics, Science and Social Studies to ensure continued academic success.

### Literacy Plan

In 2008, the District implemented a comprehensive Literacy Plan for Grades K-12 to improve students' skills in reading, comprehension and writing. The Literacy Plan is a comprehensive blueprint that utilizes a multi-leveled approach designed to meet the needs of all students. The Literacy Plan provides comprehensive and quality instruction through an adopted reading program, early identification of students who might be at-risk, and reading intervention programs for students who need additional support. Individual student progress is monitored to ensure every child receives appropriate instruction.

*After the first year of implementation, the majority of District schools saw a marked improvement in student performance scores in literacy from the prior year. In some cases, performance gains in reading were nearly 20 percent.*

### Mathematics Plan

The District is in the process of developing a Districtwide Mathematics Plan in accordance with the Oregon Department of Education's newly adopted Mathematics Core Standards. A Math Study Team was formed; and has been working to design a Math Plan that will include assessments, instructional strategies, and methods for measuring student progress on a regular basis. As we continue this work, the Hillsboro School District welcomes our partnership with the community and values input from our stakeholders.

### Measuring Academic Performance

The official measurement of success for our academic programs is student performance on state assessments. In 2008-09, our students made gains across the board, at all levels and subjects tested.

Following are highlights of the data:

Writing (Grades 4,7 and 10)	Reading/Language Arts (Grades 3-8 and 10)	Mathematics (Grades 3-8 and 10)
District average scores improved at all Grades tested - with a 13 percentage point increase in Grade 10.	District average scores improved at all Grades tested - with an 8 percentage point increase in Grade 8; and a 6 percentage point increase in Grade 4.	District average scores improved at all Grades tested - with a 5 percentage point increase in Grade 3.

## State and Federal Ratings

District and school performance is evaluated annually at the State and Federal levels. The reports are based on a variety of information, such as: student performance on state assessments, attendance rates, graduation rates, and new this year - an evaluation component called "The Growth Model," which measures student progress toward meeting learning targets.

### State Level

State report card ratings and student assessment data for Districts and individual schools are released by the Oregon Department of Education annually in August. Rating categories are: *Outstanding*, *Satisfactory* and *Needs Improvement*.

***In 2008-09, 88 percent of Hillsboro schools earned Satisfactory or Outstanding ratings.***

### Federal Level

The federal No Child Left Behind Act (NCLB) requires annual determination of whether schools, district and states have made adequate progress toward meeting academic standards. Each year, the performance of students is measured against annual performance targets in the school and District as well as in student subgroup categories of race/ethnicity, students with disabilities, limited English proficient and economically disadvantaged students. The federal AYP determination is based on two years of data, and the rating are either "Met" or "Not Met."

***In 2008-09, 30 of 33 Hillsboro schools Met the targets to achieve Adequate Yearly Progress.***

## School Feeder Groups

The District is comprised of 34 schools serving students in Grades K-12. In 2008, the District readjusted its school attendance areas to create four feeder patterns based on the District's four high schools and four middle schools. The feeder group alignment provides the framework to facilitate a stronger, more cohesive academic program Districtwide. Information on each feeder group and an overview of every school is available on pages 8-11. The District also offers a variety of Alternative Programs for students in Grades 7-12 through Miller Education Center as outlined below.

## Miller Education Center Alternative Programs

Principal: Stan Esselstrom

Miller Education Center is comprised of three campuses and several programs for students who need a different setting to complete their middle and/or high school experience. The schools do not qualify for state or federal ratings as students' performance data is included with their resident "home" school ratings.

**Miller Ed 7/8.** Address: 560 SE Third Avenue, Hillsboro, OR 97123. Year opened: 1995. Number of students: 30. Programs: offers similar coursework to that delivered in our four middle schools.

**Miller Ed West.** Address: 215 SE 6th Street, Hillsboro, OR 97123. Year opened: 1958. Number of students: 70. Programs: offers similar coursework to that delivered in our four high schools; drama productions; student scripted, acted, filmed and edited video productions; and a thriving "Feast" Thursday lunch program.

**Miller Ed East.** Address: 759 SE Washington Street, Hillsboro, OR 97123. Year opened: 1958. Number of students: varies. Programs: offers out-of-school programs to help students achieve their goals: Transition Options Program (TOPS), GED; Collegio Baccalarus for second language students; Hillsboro In-School Program (HIP) and Connect, supported by Worksystems, Inc., that provide both education and work/life skills.

## Century High School Feeder Group

### Secondary Schools

**Century High School.** Principal: Ted Zehr. Address: 2000 SE Century Boulevard, Hillsboro, OR 97123. Year opened: 1997. Number of students: 1576. 2008 graduation rate: 96.3%. Scholarships received by Class of 2009 graduates: \$2 million.

Academic Programs: AP courses; AVID (Advancement Via Individual Determination); seven focused programs tailored to student choice in specific career paths: Health Services, FAME (Focused Arts and Media Education), Business & Marketing, Culinary Arts, Technology. Sample extracurricular activities & clubs: Wide variety of sports, Cheerleading, Dance Team, Band, Chorus, Drama, Speech, National Honor Society, Newspaper: JagWire, Yearbook, Model United Nations, Leadership. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

**Brown Middle School.** Principal: Don Brown. Address: 1505 SW Cornelius Pass Road, Hillsboro, OR 97123. Year opened: 1963. Number of students: 874. Extracurricular activities & clubs: The Zone intramural sports afterschool program, TRY (Team of Recreational Youth) and Homework Club in cooperation with Hillsboro Parks & Recreation. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

### Elementary Schools

**Butternut Creek.** Principal: Enedelia Schofield. Address: 20395 SW Florence Street, Aloha, OR 97007. Year opened: 1977. Number of students: 423. State Report Card: Satisfactory. Federal Rating (AYP): Met.

**Imlay.** Principal: Kona Williams. Address: 5900 SE Lois Street, Hillsboro, Or 97123. Year opened: 2002. Number of students: 597. State Report Card: Outstanding. Federal Rating (AYP): Met.

**Indian Hills.** Principal: Steve Callaway. Address: 21260 SW Rock Road, Aloha, OR 97006. Year opened: 1979. Number of students: 454. State Report Card: Outstanding. Federal Rating (AYP): Met.

**Ladd Acres.** Principal: David Cox. Address: 2425 SW Cornelius Pass Rd., Hillsboro, OR 97123. Year opened: 1968. Number of students: 552. State Report Card: Satisfactory. Federal Rating (AYP): Met.

**Reedville.** Principal: Gina Baez. Address: 2695 SW 209th Avenue, Aloha, OR 97006. Year opened: 1922. Number of students: 283. State Report Card: Satisfactory. Federal Rating (AYP): Met.

**Tobias.** Principal: Tom Noesen. Address: 1065 SW 206th Avenue, Aloha, OR 97006. Year opened: 1992. Number of students: 529. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

Executive Director: Patti Book

## Glencoe High School Feeder Group

### Secondary Schools

**Glencoe High School.** Principal: Carol Loughner. Address: 2700 NW Glencoe Rd., Hillsboro, OR 97124. Year opened: 1980. Number of students: 1585. 2008 graduation rate: 94.8%. Scholarships received by Class of 2009 graduates: \$2.4 million.

**Academic Programs:** AP courses; AVID (Advancement Via Individual Determination); Project Lead the Way; focused programs of study: Arts & Communication, Business & Management, Industrial and Engineering Systems, Human Resource Services, Health Services, Computer Sciences. Sample extracurricular activities & clubs: Wide variety of sports, Cheerleading, Dance Team, Band, Colorguard, Drumline, Chorus, Drama, Speech & Debate, DECA, MECHA, Newspaper: Crimson Times, Yearbook, Model United Nations, Leadership. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

**Evergreen Middle School.** Principal: Ruben Degollado. Address: 29850 NW Evergreen Rd., Hillsboro, OR 97124. Year opened: 1981. Number of students: 854. Extracurricular activities & clubs: The Zone intramural sports afterschool program, TRY (Team of Recreational Youth) and Homework Club in cooperation with Hillsboro Parks & Recreation. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

### Elementary Schools

**Free Orchards.** Principal: Patti Wiemer. Address: 2499 South Beech, Cornelius, OR 97113. Year opened: 2008. Number of students: 492. State Report Card: Not rated (new). Federal Rating (AYP): Not rated (new).

**Jackson.** Principal: Jon Pedre. Address: 675 NE Estate Drive, Hillsboro, OR 97124. Year opened: 1990. Number of students: 537. State Report Card: Outstanding. Federal Rating (AYP): Met.

**Lincoln Street.** Principal: Toni Crummett. Address: 801 NE Lincoln Street, Hillsboro, OR 97124. Year opened: 2008. Number of students: 533. State Report Card: Not rated (new). Federal Rating (AYP): Not rated (new).

**McKinney.** Principal: Cecelia Murray. Address: 535 NW Darnielle Street, Hillsboro, OR 97124. Year opened: 1970. Number of students: 488. State Report Card: Satisfactory. Federal Rating (AYP): Met.

**North Plains.** Principal: Craig Harlow. Address: 32030 NW North Avenue, North Plains, OR 97133. Year opened: 1954. Number of students: 317. State Report Card: Outstanding. Federal Rating (AYP): Met.

**Patterson.** Principal: Lauri Lewis. Address: 261 NE Lenox Street, Hillsboro, OR 97124. Year opened: 1992. Number of students: 541. State Report Card: Satisfactory. Federal Rating (AYP): Met.

Assistant Superintendent/Office for School Performance, Greg Zinn

## Hillsboro High School (Hilhi) Feeder Group

### Secondary Schools

**Hilhi.** Principal: Sloan Presidio. Address: 3285 SE Rood Bridge Road, Hillsboro, OR 97123. Year opened: 1969. Number of students: 1510. 2008 graduation rate: 92%. Scholarships received by Class of 2009 graduates: \$1.6 million.

**Academic Programs:** IB (International Baccalaureate) program featuring inquiry-based curriculum; Project Lead the Way; Robotics; focused programs of study: Business, Sports Medicine, Early Childhood Education, Architecture, Industrial Design, Electronics, Horticulture & Natural Resources. Sample extracurricular activities & clubs: Wide variety of sports, Cheerleading, Dance Team, Band, Chorus, Drama, Youth Senate, Key Club, Newspaper, Yearbook, Intel 4-H Tech Wizards, Leadership. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

**South Meadows.** Principal: Dave Parker. Address: 4690 SE Davis Road, Hillsboro, OR 97123. Year opened: 2009. Number of students: 752. Academic Integration: IB Middle Years Program. Extracurricular activities & clubs: The Zone intramural sports afterschool program and TRY (Team of Recreational Youth) in cooperation with Hillsboro Parks & Recreation; drama club. State Report Card: Not rated (new). Federal Rating (AYP): Not rated (new).

### Elementary Schools

**Brookwood.** Principal: Molly Siebert. Address: 3960 SE Cedar Street, Hillsboro, OR 97123. Year opened: 1953. Number of students: 451. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

**Farmington View.** Principal: Bill Tracy. Address: 8300 SW Hillsboro Highway, Hillsboro, OR 97123. Year opened: 1950. Number of students: 210. State Report Card: Outstanding. Federal Rating (AYP): Met.

**Groner.** Principal: Bruce Bourget. Address: 23405 SW Scholls Ferry Rd., Hillsboro, OR 97123. Year opened: 1949. Number of students: 166. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

**Minter Bridge.** Principal: Dayle Spitzer. Address: 1750 SE Jacquelin Drive, Hillsboro, OR 97123. Year opened: 1980. Number of students: 421. State Report Card: Satisfactory. Federal Rating (AYP): Met.

**Rosedale.** Principal: Mike Donovan. Address: 3901 SW 229th Avenue, Hillsboro, OR 97123. Year opened: 2009. Number of students: 358. State Report Card: Not rated (new). Federal Rating (AYP): Not rated (new).

**Witch Hazel.** Principal: Kari Woyak. Address: 4950 SE Davis Road, Hillsboro, OR 97123. Year opened: 2003. Number of students: 557. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

**W.L. Henry.** Principal: Crystal Schmidt-Dipaola. Address: 1060 SE 24th Avenue, Hillsboro, OR 97123. Year opened: 1968. Number of students: 495. State Report Card: Needs Improvement. Federal Rating (AYP): Not Met.

Executive Director: Dawn Montgomery

## Liberty High School Feeder Group

### Secondary Schools

**Liberty High School** - Principal: Gregg O'Mara. Address: 21945 NW Wagon Way, Hillsboro, OR 97124. Year opened: 2003. Number of students: 1273. 2008 graduation rate: 86.8%. Scholarships received by Class of 2009 graduates: \$2.4 million.

**Academic Programs:** AP courses; Academy structure: Freshman, Arts/Communication & Technology, Hospitality & Human Services; Project PLUS educational access and retention program; Senior Inquiry—offering dual enrollment at Liberty and Portland State University; Fire Science. Sample extracurricular activities & clubs: Wide variety of sports, Cheerleading, Dance Team, Band, Choir, Dressage, Color Guard, Equestrian, Thespian Club, Speech, National Honor Society, Newspaper, Yearbook, Science Bowl & Science Olympiad, Leadership. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

**Poynter Middle School** - Principal: Greg Timmons. Address: 1535 NE Grant Street, Hillsboro, OR 97124. Year opened: 1959. Number of students: 676. Extracurricular activities & clubs: The Zone intramural sports afterschool program and TRY (Team of Recreational Youth) in cooperation with Hillsboro Parks & Recreation; Portland Campfire afterschool program; drama club. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

### Elementary Schools

**Eastwood.** Principal: Monique Monahan. Address: 2100 NE Lincoln Street, Hillsboro, OR 97124. Year opened: 1978. Number of students: 473. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

**Lenox.** Principal: John Matsuo. Address: 21200 NW Rock Creek Blvd., Portland, OR 97229. Year opened: 1978. Number of students: 380. State Report Card: Outstanding. Federal Rating (AYP): Met.

**Mooberry.** Principal: Linda Bishop. Address: 1230 NE 10th Avenue, Hillsboro, OR 97124. Year opened: 1963. Number of students: 497. State Report Card: Satisfactory. Federal Rating (AYP): Not Met.

**Orenco.** Principal: Tim Bishop. Address: 22550 NW Birch Street, Hillsboro, OR 97124. Year opened: 2000. Number of students: 447. State Report Card: Outstanding. Federal Rating (AYP): Met.

**Quatama.** Principal: Janis Hill. Address: 6905 NE Campus Way, Hillsboro, OR 97124. Year opened: 2008. Number of students: 645. State Report Card: Not rated (new). Federal Rating (AYP): Not rated (new).

**West Union.** Principal: Grant Corliss. Address: 23870 NW West Union Road, Hillsboro, OR 97124. Year opened: 1948. Number of students: 306. State Report Card: Outstanding. Federal Rating (AYP): Met.

Executive Director: Kathi Robinson



**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**APPROVE REVISIONS TO POLICY IKF: GRADUATION REQUIREMENTS**

**SITUATION**

Recent changes to state graduation requirements in Oregon Administrative Regulations and Oregon Revised Statutes affect District high school diploma requirements. On May 12, September 22, and November 24, 2009, the Board discussed the new graduation requirements in work session. In addition, the Board discussed revisions to the chancellor's diploma to bring it in alignment with new Oregon University System requirements.

Recommended revisions to Policy IKF: Graduation Requirements reflect these changes to the District's standard diploma, chancellor's diploma, and modified diploma. In addition, an extended diploma option was approved by the Oregon Legislature in October. The former certificate of completion is now titled the alternative certificate. The proposed policy also provides specific directions for the District to follow when considering awarding diplomas.

Policy IKF: Graduation Requirements was presented for first reading at the November 24, 2009, Board meeting. Comments received during the review period were incorporated into the final version.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors approve the revisions to Policy IKF: Graduation Requirements.

# Hillsboro School District 1J

Code: IKF  
Adopted: 07/96  
Revised: 06/05

## Graduation Requirements

The Board will establish graduation requirements for the awarding of a chancellor's diploma, standard ~~high school~~ diploma, modified diploma, extended diploma, and alternative certificate which meet or exceed state requirements. ~~The Board shall provide for diplomas and alternative awards to signify a student's academic achievement, competence and attendance in meeting the requirements established by the Department of Education and the Board.~~

A student may satisfy graduation requirements in less than four years. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the student's request and, if required, if the student's parent or guardian consents.

[Students and their parents will be notified annually of the requirements for all Hillsboro diplomas. See the graduation requirement manual for specific instructions.](#)

A **Chancellor's Diploma** will be awarded to students who have satisfactorily completed all state and local graduation requirements, ~~for attendance, competence, and units of credit and have met all requirements~~ and those established by the Oregon University System for automatic entrance into an Oregon public university. A chancellor's diploma will be awarded to students in Grades 9 through 12 who complete a minimum of 26 credits which include at least:

1. Three credits of mathematics, including Algebra II;
2. Four credits of English;
3. Two credits of science;
4. Three credits of social sciences;
5. One credit in health education;
6. One credit in physical education;
7. One-half credit of Career Development;
8. One-half credit of Senior Seminar; and
9. Three credits in career and technical education, the arts or second language (with at least two credits of second language); and

Students must complete a total of 16 academic credits – in English, mathematics, science, social science, and/or second language with a “C” or better in every course. A 3.4 GPA is also required.

In addition to credit requirements as outlined in OAR 581-022-1130, a student must:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

A student must also demonstrate proficiency in the essential skills adopted by the State Board of Education as provided in OAR 581-022-0615. The essential skills requirement applies to students who receive a high school diploma on or after September 1, 2011. Proficiency is required in reading in 2012, writing in 2013, and mathematics in 2014.

Students receiving their diploma in 2012 will need to complete three credits of science; three credits in the arts, career/technical education, or a second language (in any one or combination thereof); and six credits of electives. Students who receive their diploma in 2014 must complete their math credits at the Algebra I level or higher.

**A Standard Diploma** will be awarded to students who have satisfactorily completed all state and local graduation requirements. Students completing the standard diploma may qualify for entrance to colleges, community colleges, military and trade schools. A standard diploma will be awarded to students who have satisfactorily completed all state and local requirements for attendance, competence, and units of credit. in Grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics;
2. Four credits of English;
3. Two credits of science;
4. Three credits of social sciences;
5. One credit in health education;
6. One credit in physical education;
7. One-half credit of Career Development;
8. One-half credit of Senior Seminar;
9. One credit in career and technical education, the arts or second language; and

The District may award a diploma to a student who does not satisfy these requirements if the student has exceeded the academic content standards for or displays proficiency in mathematics or English, as demonstrated on Oregon state assessments.

In addition to credit requirements as outlined in OAR 581-022-1130, a student must:

- a. Develop an education plan and build an education profile;
- b. Demonstrate extended application through a collection of evidence; and
- c. Participate in career-related learning experiences.

A student must also demonstrate proficiency in the essential skills adopted by the State Board of Education as provided in OAR 581-022-0615. The essential skills requirement applies to students who receive a high school diploma on or after September 1, 2011. Proficiency is required in reading in 2012, writing in 2013, and mathematics in 2014.

Students receiving their diploma in 2012 will need to complete three credits of science; three credits in the arts, career/technical education, or a second language (in any one or combination thereof); and six credits of electives. Students who receive their diploma in 2014 must complete their math credits at the Algebra I level and higher.

**A Modified Diploma** may will be awarded to students who have satisfactorily completed a planned program of study, including requirements for attendance and units of credit, designed by an educational team to meet individual student needs demonstrated difficulty meeting documented

~~history that illustrates the inability to meet~~ the full set of academic standards established by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. ~~Students completing the modified diploma may qualify for entrance to colleges, community colleges, military and trade schools.~~ To be eligible for a modified diploma a student must:

1. While in grade nine through completion of high school, complete 24 credits which shall include:
  - a. Three credits in English;
  - b. Two credits in mathematics;
  - c. Two credits in science;
  - d. Two credits in social sciences;
  - e. One credit in health;
  - f. One credit in physical education;
  - g. One-half credit of Career Development;
  - h. One-half credit of Senior Seminar; and
  - i. One credit in career technology, the arts, or a second language.
2. Have a documented history of ~~an inability to maintain~~ ~~difficulty maintaining~~ grade-level achievement due to significant learning and instructional barriers; or
3. Have a documented history of a medical condition that creates a barrier to achievement.

In addition to credit requirements as outlined in OAR 581-022-1130, a student must:

- a. Develop an education plan and build an education profile;
- b. Demonstrate extended application through a collection of evidence; and
- c. Participate in career-related learning experiences.

A student must also demonstrate proficiency in the essential skills with reasonable modifications and accommodations. The essential skills requirement applies to students who receive a high school diploma on or after September 1, 2011.

An **Extended Diploma** will be awarded to students who have ~~demonstrated difficulty meeting documented history that illustrates the inability to meet~~ the full set of academic content standards for a diploma while receiving modifications and accommodations. ~~Students receiving an extended diploma may have varying educational opportunities after graduation.~~ To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits which may not include more than 6 credits in a self-contained special education classroom and will include:
  - a. Two credits of mathematics;
  - b. Two credits of English;
  - c. Two credits of science;
  - d. Three credits of history, geography, economics, or civics;
  - e. One credit of health;
  - f. One credit of physical education; and
  - g. One credit of the arts or a second language.

2. Have a documented history of ~~an inability to maintain~~ difficulty maintaining grade-level achievement due to significant learning and instructional barriers; or
3. Have a documented history of a medical condition that creates a barrier to achievements; and
4. Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
5. Have a serious illness or injury that occurs after grade eight that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate assessments.

~~A Certificate of Completion may be awarded to students who have satisfied minimum graduation attendance requirements, but have not fulfilled all district and state requirements regarding units of credit and demonstrated competence. Students will be awarded a diploma upon satisfactory completion of all graduation requirements.~~

An Alternative Certificate will be awarded to students who do not satisfy the requirements for a chancellor's diploma, standard diploma, modified diploma, or extended diploma if the students meet minimum credit requirements established by the District. ~~Students receiving an alternative certificate may have varying educational opportunities after graduation.~~ Alternative certificates will be awarded based on individual student needs and achievement. A student who receives a modified diploma, extended diploma, or alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

### **Diploma Notes**

The District will ensure that students have access to the appropriate resources to achieve a chancellor's diploma, standard diploma, modified diploma, extended diploma, or alternative certificate at each high school. The District will provide literacy instruction to all students until graduation.

The District may not deny a student who has ~~the a~~ documented history of ~~an inability to maintain~~ difficulty maintaining grade-level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievement, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or ~~an~~ extended diploma for the sole reason the student has ~~the a~~ documented history.

~~Students and their parents will be notified annually of the requirements for all Hillsboro diplomas.~~ For parents or guardians of a student taking an alternate assessment, beginning in grade five, the District will annually provide information of the availability and requirements of all diploma options including a chancellor's diploma, standard diploma, modified diploma, ~~an~~ extended diploma, and ~~an~~ alternative certificate ~~and those requirements.~~

The District will award to students with disabilities a document certifying successful completion

of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an individualized education program (“IEP”) completes high school, the District will give the student, and parent or guardian when appropriate, an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (“FAPE”) until the age of 21, even if they have earned a modified diploma, ~~an~~ extended diploma, ~~an alternate- alternative~~ certificate ~~of completion~~, or completion of a General Education Development document. The continuance of services for students with modified diplomas is contingent on the IEP team determining services are needed.

Granting a Diploma—Armed Forces Service. The District will issue a high school diploma, upon request, to a person who: (1) served in the armed forces of the U. S. at any time during World War I, World War II, The Korean Conflict, or The Vietnam War; (2) served in the armed forces of the U. S. and was physically present in Operation Urgent Fury (Grenada), Operation Just Cause (Panama), Operation Desert Shield/Desert Storm (Persian Gulf War), Operation Restore Hope (Somalia), Operation Enduring Freedom (Afghanistan), or Operation Iraqi Freedom (Iraq); or (3) served in the armed forces of the U. S. in an area designated as a combat zone by the President of the United States.

## END OF POLICY

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### Legal References:

ORS 332.107	OAR 581-021-0071
<del>ORS 329.035</del>	OAR 581-022-1130
ORS 336.035	OAR 581-022-1350
	OAR 581-022-1210
ORS 329.095	OAR 581-022-0615
ORS 329.451	OAR 581-022-1133
ORS 332.114	OAR 581-022-1134
ORS 339.115	OAR 581-022-1135
ORS 343.295	OAR 581-022-1210
ORS 326.051	OAR 581-022-1350
ORS.329.451	

### Cross References:

Policy IBDJA - Home Schooling  
Policy IGBHD - Program Exemptions  
Policy IK - Student Evaluation  
Policy IKAB - Student Progress Reports to Parents  
Policy IKAC - High School Classes/Courses for Eighth Graders  
Policy IKFA - Early Graduation

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**APPROVE POLICIES BBF: BOARD MEMBER STANDARDS OF CONDUCT,**  
**GCPB/GDPB: RESIGNATION OF EMPLOYEES, AND JFCF/GBNA:**  
**HAZING/HARASSMENT/INTIMIDATION/BULLYING/MENACING**

**SITUATION**

Policy BBF—Board Member Standards of Conduct. In response to a request for guidance in the appropriate use of social media (i.e., Facebook, MySpace, Twitter, etc.), Policy BBF has been revised to include language regarding the use of posting to social media sites and the conduct of Board members who post to social media sites.

Policy GCPB/GDPB—Resignation of Employees. Senate Bill 119 amends ORS 342.553 allowing the Teacher Standards and Practices Commission to levy other disciplinary action besides license suspension to a licensee who resigns without providing 60-day written notice, upon receipt of notice from the district.

Policy JFCF/GBNA—Hazing/Harassment/Intimidation/Bullying/Menacing. House Bill 2599 created new provisions related to hostile learning environments (ORS 339.351). This bill expanded the definition of harassment and protected class, and requires uniform reporting and investigation procedures.

These policies were presented for first reading at the November 24, 2009, Board meeting. No comments were received during the review period.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors approve the revisions to Policies BBF, GCPB/GDPB, and JFCF/GBNA.

# Hillsboro School District 1J

Code: BBF  
Adopted: 7/96  
Revised: 6/07

## Board Member Standards of Conduct

Board members will treat with dignity and courtesy other Board members, the Superintendent, staff members, and members of the public, and will provide an opportunity for all parties to be heard with due respect for their opinions.

Board members will recognize the Superintendent as the executive officer to whom the Board has delegated administrative authority to establish regulations and oversee the implementation of Board policy.

A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member should clearly identify the opinions as his/her own.

A Board member will respect the privacy rights of individuals when dealing with confidential information gained through association with the District.

A Board member shall not disclose information discussed or reviewed in executive session.

Board members individually and the Board as a public entity subscribe to the Code of Ethics for public officials provided in state law.

A Board member will utilize social media Web sites judiciously by not posting confidential information about students, staff members, or District business. Board members will treat fellow Board members, staff members, students, and the public with respect while posting, and will adhere to Oregon Public Meetings Laws when communicating with other Board members via Web sites or other electronic means.

END OF POLICY

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Legal Reference(s):

ORS 192.610 (2)  
ORS 192.630  
ORS 192.660  
ORS 332.055

# Hillsboro School District 1J

Code: GCPB/GDPB  
Adopted: 07/96  
Revised: 11/08

## Resignation of Employees\*

A licensed staff member who wishes to resign from his/her position with the District must give written notice at least 60 days prior to the date he/she wishes to leave District employment. The Superintendent is authorized to accept the resignation effective the day it is received and either release the teacher immediately from further teaching or administrative obligations, or inform the teacher that he/she must continue teaching for part or all of the 60-day period ~~or risk decertification for the remainder of the school year. The Board, at its next meeting, will ratify the action of the Superintendent.~~

Where less than 60-days notice is given, the Board may request ~~that the Teacher Standards and Practices Commission to suspend discipline the teacher's or administrator's license~~ ~~/certificate for the remainder of the school year.~~ Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

A classified staff member who wishes to resign from his/her position with the District must file a written notice in the human resources department at least two weeks prior to the date he/she wishes to leave District employment. The Superintendent is authorized to accept the resignation effective the day it is received.

END OF POLICY

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### Legal Reference(s):

ORS 342.553

ORS 652.140

OAR 581-022-1720

Pierce v. Douglas County Sch. Dist., 297 Or. 363 (1984)

# Hillsboro School District 1J

Code: JFCF/GBNA  
Adopted: 09/08

## Hazing/Harassment/Intimidation/Bullying/Menacing

The Board is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing, or bullying, including cyberbullying, by students, staff members, or third parties is strictly prohibited and shall not be tolerated in the District. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is also strictly prohibited.

Students who have engaged in behavior prohibited by is found to be in violation of this policy will be subject to remedial action and discipline, which may include referral for counseling, loss of privileges, and other discipline up to and including expulsion. The District may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to District property, or for the use of threats, bullying, intimidation, harassment, or coercion.

Staff members whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or Board.

Individuals may also be referred to law enforcement officials. Licensed staff will be reported to Teacher Standards and Practices Commission, as provided by OAR 584-020-0041.

The Superintendent is directed to develop administrative regulations to implement this policy. Regulations shall include descriptions of prohibited conduct, reporting and investigative procedures, as needed, and provisions to ensure annual notice of this policy is provided to students, staff members, and third parties.

END OF POLICY

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### Legal Reference(s):

[ORS 163.190](#)

[ORS 166.065](#)

[ORS 166.155 - 166.165](#)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.254](#)

[ORS 339.260](#)

[ORS 339.351 - 339.364](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0055](#)

[OAR 581-022-1140](#)

[HB 2599 \(2009\)](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 20

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**ACT ON HIGH SCHOOL COURSE PROPOSAL:**  
**AP ENVIRONMENTAL SCIENCE**

**SITUATION**

At the November 24, 2009, meeting the Board reviewed the first reading of a high school course proposal. Upon approval, the course may be offered at the school proposing the course and at any other District school of the same level. The course was recommended for approval by vote of the Citizens' Curriculum Advisory Committee at their November 2, 2009, meeting.

Glencoe and Liberty High Schools propose the addition of a new elective course, AP Environmental Science, to each school's offerings.

The Board will evaluate the success of the new course based on the evaluation presented by teachers to the Citizens' Curriculum Advisory Committee in June 2011, which includes the number of students who signed up for the course, pre and post assessments, the number of students forecasting for the course for the following year, student evaluations, and work samples (if applicable).

**RECOMMENDATION**

The Superintendent recommends the Board of Directors act on the proposed new high school course, AP Environmental Science, and the evaluation process.

# Hillsboro School District 1J

## Course Modification Proposal

### Advanced Placement Environmental Science

School Glencoe High School Date October 16, 2009  
Academic Program Area(s) Science Grade Level(s) 11, 12  
Sponsor of Charge/Contact person(s) Linda Wolf, John Gibbs  
Title of Proposed Course AP Environmental Science  
The proposed course required elective X (check one) Credit 1.0

#### 1. Description of Proposed Course:

We propose to replace Advanced Biology with AP Environmental Science at Glencoe High School. AP Environmental Science. The AP Environmental Science Course Handbook states, "The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them."

General themes of study include: Science is a process that constantly changes the way we understand the world, Energy conversions underlie all ecological processes, The Earth itself is one interconnected system, Humans alter natural systems, Environmental problems have a cultural and social context, and Human Survival depends on developing practices that will achieve sustainable system.

Outline of course : Earth Systems and Resources, Ecosystems, Energy Flow, Biogeochemical cycles, Population Biology, Land and Water Use, Energy Resources and Consumption, Pollution and Global Change.

Prerequisites for the course include biology, chemistry, and algebra.

#### 2. Rationale for Proposed Course:

With the current drive toward sustainable living, global climate change and the impact of humans on the environment, AP Environmental Science is a course that would greatly benefit our students. AP Environmental Science integrates many scientific and social topics in a timely and relevant manner. In addition, the prerequisites for AP Environmental science make it an advanced science course that will be accessible to a larger population of our students than other AP science courses. Furthermore, while AP Biology and Advanced Biology serve different purposes, they compete with each other for many of the same students. AP Environmental Science would include some of the same field biology topics from Advanced Biology while broadening its scope to a more interdisciplinary subject.

### **3. Content Standards:**

Below is a list of the content standards that will be met by AP Environmental Science.

#### **H.1 Structure and Function**

H.1E.2 Describe the structure and composition of Earth's atmosphere, geosphere, and hydrosphere.

#### **H.2 Interaction and Change**

H.2P.1 Explain how chemical reactions result from the making and breaking of bonds in a process that absorbs or releases energy. Explain how the rate of a chemical reaction is affected by temperature, pressure, and concentration.

H.2P.2 Explain how physical and chemical changes demonstrate the law of conservation of mass.

H.2P.3 Describe the interactions of energy and matter including the law of conservation of energy.

H.2L.1 Explain how energy and chemical elements pass through systems. Describe how chemical elements are combined and recombined in different ways as they cycle through the various levels of organization in biological systems.

H.2L.2 Explain how ecosystems change in response to disturbances and interactions.

Analyze the relationships among biotic and abiotic factors in ecosystems.

H.2E.1 Identify and predict the effect of energy sources, physical forces, and transfer processes that occur in the Earth system. Describe how matter and energy are cycled between system components over time.

H.2E.2 Explain how Earth's atmosphere, geosphere, and hydrosphere change over time and at varying rates. Explain techniques used to elucidate the history of events on Earth.

H.2E.4 Evaluate the impact of human activities on environmental quality and the sustainability of Earth systems. Describe how environmental factors influence resource management.

#### **H.3 Scientific Inquiry**

H.3S.1 Based on observations and science principles formulate a question or hypothesis that can be investigated through the collection and analysis of relevant information.

H.3S.2 Design and conduct a controlled experiment, field study, or other investigation to make systematic observations about the natural world, including the collection of sufficient and appropriate data.

H.3S.3 Analyze data and identify uncertainties. Draw a valid conclusion, explain how it is supported by the evidence, and communicate the findings of a scientific investigation.

H.3S.4 Identify examples from the history of science that illustrate modification of scientific knowledge in light of challenges to prevailing explanations.

H.3S.5 Explain how technological problems and advances create a demand for new scientific knowledge and how new knowledge enables the creation of new technologies.

#### **H.4 Engineering Design**

H.4D.1 Define a problem and specify criteria for a solution within specific constraints or limits based on science principles. Generate several possible solutions to a problem

and use the concept of trade-offs to compare them in terms of criteria and constraints.

H.4D.2 Create and test or otherwise analyze at least one of the more promising solutions. Collect and process relevant data. Incorporate modifications based on data from testing or other analysis.

H.4D.3 Analyze data, identify uncertainties, and display data so that the implications for the solution being tested are clear.

H.4D.4 Recommend a proposed solution, identify its strengths and weaknesses, and describe how it is better than alternative designs. Identify further engineering that might be done to refine the recommendations.

H.4D.5 Describe how new technologies enable new lines of scientific inquiry and are largely responsible for changes in how people live and work.

H.4D.6 Evaluate ways that ethics, public opinion, and government policy influence the work of engineers and scientists, and how the results of their work impact human society and the environment.

**4. Impact on the Content Program:**

Potential impacts of AP Environmental Science may include:

- An increase in students earning AP credits in science
- An increase in the diversity of students taking advanced science at Glencoe
- A decrease in enrollment in our other elective science courses

**5. Projected Additional Costs:**

There should be no additional equipment costs with this program, however, the course should be supported by a textbook and teacher resource materials. The current cost for an AP Environmental Science text book is approximately \$140 per book. Assuming enrollment of 30 students the textbook costs would be approximately \$4200.

**6. Action Research Plan:**

Please see attached document.

# HILLSBORO SCHOOL DISTRICT 1J

## COURSE MODIFICATION PROPOSAL

### ACTION RESEARCH PLAN

#### ABSTRACT

School Glencoe High School Date October 16, 2009  
Academic Program Area(s) Science Grade Level(s) 11, 12  
Sponsor of Charge/Contact person(s) Linda Wolf , John Gibbs  
Title of Proposed Course AP Environmental Science

1. Describe the Proposed Modification: We propose to replace Advanced Biology with AP Environmental Science at Glencoe High School.
2. What data will be collected?
  - Student enrollment
  - Student achievement as measured by the College Board AP Exam
  - Program evaluation based on student feedback
3. How will the data be collected?
  - Registrar records
  - Anecdotal records from teachers, counselors and students
  - Student achievement as measured by:
    - i. AP Exam
    - ii. Classroom grade earned during the course



## HILLSBORO SCHOOL DISTRICT 1J COURSE MODIFICATION PROPOSAL

School: Liberty High School

Date: 9/29/09

Academic Program Area(s) Science Grade Level(s) 11<sup>th</sup> and/or 12<sup>th</sup> grade students

Sponsors of Change/Contact Person: Gregg O'Mara and Kevin Crabtree

Title of Proposed Course: AP Environmental Science

Is the proposed course required \_\_\_ elective ☒ (check one) Credit 1.0

Is the proposed course part of a CAM/Focused Program of Study? If so, which one? Attach CAM Course Framework.

- Address the following issues on a separate page to be attached to this cover sheet.

1. **Description of Proposed Course**

2. **Rationale for Proposed Course** - Describe the desired outcome for student learning and summarize best-practice research that supports this change.

3. **Content Standards** - List all content standards addressed by the content of the proposed course.

4. **Impact on the Content Program** - Explain the potential impact on other curricular areas, staffing, and budget.

5. **Projected Additional Costs** - Include startup and ongoing costs (i.e., equipment, supplies, instructional materials, anticipated travel or field trip expense, etc.)

6. **Action Research Plan** - Complete the form.

- Attach a one-page draft course outline and list instructional materials proposed for use in this course.

Site Council Chairperson: Chelsea Mulvey (Signature) Date: 10/1/09

School Principal: Greg O'Mara (Signature) Date: 10/1/09

## Description of Proposed Course

## Rationale for Proposed Course

## Content Standards

The above three areas are addressed in the AP Environmental Course Description.

## Impact on the Content Program

We expect to see the impact mostly on our AP Biology program. Currently we run two to three sections of AP Biology each year. We feel that we might lose a section of AP Biology as students choose AP Environmental Science. This will have no effect on staffing as we trade one class for another. Also, this will not affect the cost associated with running AP courses in fact it might reduce the cost knowing that we might have one less AP Biology lab to fund.

## Projected Additional Costs

Right now we are in conversations with Hillsboro Chamber and Solar World to write a stimulus package grant that would cover the total cost of start-up which includes; textbooks and summer training for AP content. If we do not successfully complete the grant the the cost would be:

AP Summer Training - \$600.00 (5 days in Vancouver Washington)  
30 – 35 Textbooks @ approximately 130.00 per book – 3900.00 to 4500.00

And if we do not receive the grant these costs could be spread over a two year period and we would more than likely start the class in the 2011-2012 school year.



# HILLSBORO SCHOOL DISTRICT 1J COURSE MODIFICATION PROPOSAL ACTION RESEARCH PLAN

## ABSTRACT

School(s) Liberty High School

Date 09/30/09

Academic Program Area(s) Science Grade Level(s) 11 - 12

Sponsor(s) of Change/Contact Person(s) Gregg O'Mara and Kevin Crabtree

Title of Proposed Course AP Environmental Science

### **1. Describe the Proposed Modification:**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

### **2. What data will be collected?**

Student knowledge and application skills related to AP Environmental Science content including but not limited to: Earth Systems and Resources, The Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution, and Global Change

### **3. How will the data be collected?**

The AP Environmental Science Exam is 3 hours long and is divided equally in time between a multiple-choice section and a free-response section. The multiple-choice section, which constitutes 60 percent of the final grade, consists of 100 multiple-choice questions that are designed to cover the breadth of the students' knowledge and understanding of environmental science. Thought-provoking problems and questions based on fundamental ideas from environmental science are included along with questions based on the recall of basic facts and major concepts.

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**ACT ON HIGH SCHOOL COURSE PROPOSAL:**  
**FLORAL DESIGN AND MARKETING**

**SITUATION**

At the November 24, 2009, meeting the Board reviewed the first reading of a high school course proposal. Upon approval, the course may be offered at the school proposing the course and at any other District school of the same level. The course was recommended for approval by vote of the Citizens' Curriculum Advisory Committee at their November 2, 2009, meeting.

Hillsboro High School proposes the addition of a new elective course, Floral Design and Marketing. This course would use existing facilities, has strong ties to Portland Community College curriculum, and would add a new dimension to Hilhi's horticulture curriculum.

The Board will evaluate the success of the new course based on the evaluation presented by teachers to the Citizens' Curriculum Advisory Committee in June 2011, which includes the number of students who signed up for the course, pre and post assessments, the number of students forecasting for the course for the following year, student evaluations, and work samples (if applicable).

**RECOMMENDATION**

The Superintendent recommends the Board of Directors act on the proposed new high school course, Floral Design and Marketing, and the evaluation process.

**Course Modification Proposal**  
**By John Stables – Hillsboro High School**

**Floral Design and Marketing 12 week course .5 credit**

**Course Description:**

A course designed to develop skills in floriculture and the techniques used to develop and complete a variety of retail items normally sold in a retail florist business. The skills learned are necessary to gain and maintain employment in the retail florist industry.

**Units of Instruction:**

- Concepts of Floral Design
- Principles of Design
- Cut Flowers and Foliage
- Mechanics, Supplies and Safety
- Body Flowers
- Bud Vases and Rose Bowls
- Cut Flower Arrangements
- Accessories, Bases and Background
- Dried Flowers
- Living Plant Groups
- The Retail Floriculture Industry
- Sales and Services

**Units of Instruction and Objectives and Course Content Standards**

**A. Concepts of Floral Design**

1. Identify, use and create the following designs
  - a. Mass arrangements
  - b. Line arrangements
  - c. Triangle variations
  - d. Circle variations
  - e. Line-mass arrangements
2. Psychology and use of colors
  - a. Warm, advancing
  - b. Cool, receding
  - c. Neutral
  - d. Primary, secondary, and tertiary colors
3. Combining colors in arrangements
4. Textures

**B. Principles of Design**

1. Demonstrate by identifying and using the following principles of design:
  - a. Balance
    1. Symmetry
    2. Stability
    3. Depth
  - b. Scale
  - c. Rhythm
  - d. Harmony
  - e. Emphasis

**C. Cut Flowers and Foliage**

1. Identify flowers and foliage commonly used by retail florists
2. Demonstrate ability to order required flowers and foliage from a wholesale outlet
3. Estimate materials required for a particular project

**D. Mechanics, Supplies, and Safety**

1. Demonstrate use of floral foam both wet and dry
2. Demonstrate use of floral tape and clay
3. Have a working
  - a. stem holding devices
  - b. frogs
  - c. tools including glue guns and cutting tools
4. Properly order corsage supplies
5. Properly order Christmas supplies
6. Make arrangements (fresh and dry) in a variety of containers

**E. Body Flowers**

1. Design and construct corsages (silk and fresh)
2. Design and construct boutonniere (silk and fresh)
3. Properly use accessories for boutonniere and corsages
4. Describe different types of corsages

**F. Bud vases and Rose Bowls**

1. List types of bud vases available
2. List varieties of flowers frequently used in bud vases
3. List foliage suggested for use in bud vases
4. List optional accessories often used in bud vases
5. Design and construct fresh and dry bud vase arrangements

**G. Cut Flower Arrangements**

1. Design and prepare an example of the following types of arrangements:
  - a. mass arrangements
  - b. triangle arrangements
  - c. circular arrangements
  - d. line and line-mass arrangements
  - e. wreaths (grapevine and fresh)
  - f. swags
  - g. centerpieces

**H. Accessories, Bases, and Background**

1. Construct arrangements using a variety of accessories
2. Construct arrangements using a variety of bases and backgrounds

**I. Dried Flowers**

1. Demonstrate how flowers can be preserved
2. List selected flowers that will dry well and can be used in arrangements
3. Describe methods used in drying

**J. Living Plant Groups**

1. Design and complete a dish garden
2. Design and complete a terrarium
3. Demonstrate how to properly plant a dish garden and terrarium
4. Identify plants commonly used in dish gardens and terrariums
5. Identify a properly displayed large plant grouping and their importance as an element in interior design

**K. The Retail Floriculture Industry**

1. Describe methods used to distribute flowers worldwide
2. List worldwide exporters of fresh flowers
3. Describe current marketing trends of flowers
4. Describe types of retail florist businesses
5. List job responsibilities of employees in florist businesses
6. List desirable qualifications of a retail florist

#### **L. Sales and Services**

1. Identify possible types of customers
2. Define qualities of a good salesperson
3. Complete a sales slip form a telephone order
4. Complete a sales slip utilizing:
  - a. sales tax computation
  - b. retail price
  - c. delivery/pick-up and location/directions
  - d. making change
  - e. checks and credit cards
  - f. flowers by wire
5. Demonstrate a successful sales completion

1. **Rational for Proposed Course:** This course would allow students interested in the floral design industry to experience early on in their high school career the options available to them. The course would give the student's knowledge and skills to pursue part-time or full time work as a floral designer. Students could also use this course to continue their studies in floral design at the community college or technical trade school. Portions of this course were embedded in the Horticulture curriculum in the past. In the trimester system we are not able to teach the concepts of floral design in the current horticulture classes because of the demands of our articulated credit with PCC.

Portland Community College offers an array of courses in floral design that a student could pursue to enhance their skills within the industry. The Floral Design Institute, in Portland, Oregon also provides additional training for students. <http://www.floraldesigninstitute.com/>. Students will have an opportunity to market their arrangements to school staff and students providing a business opportunity within the school. This class would also enable our school to possibly have a floral team that could compete in the State FFA Floral Career Development Event. At this event they would use the skills taught in class to prepare for the team competition at the State level. I have had many students interested in taking the course.

2. **Impact on the Content Program:** I believe the potential impacts would be that students who enroll in this class would not be taking other electives. My teaching assignment would possibly be reduced in the shop areas, such as wood shop or construction technology.
3. **Projected additional costs:** Students would pay a lab fee to purchase floral materials used in class. Any projected sales and profits from finished products would return to the program to offset class costs. We currently have the classroom space (Counters and sinks) in TE14 and the floral coolers and storage in the plant lab adjacent to the classroom. No start up costs for this class would need to be taken into account as we have the facilities and the floral coolers. Our greenhouse account is self funding and would be able to be used to back fill any other needed expenses.

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**ACT ON HIGH SCHOOL COURSE PROPOSAL:**  
**JAPANESE ARTS AND CULTURE**

**SITUATION**

At the November 24, 2009, meeting the Board reviewed the first reading of a high school course proposal. Upon approval, the course may be offered at the school proposing the course and at any other District school of the same level. The course was recommended for approval by vote of the Citizens' Curriculum Advisory Committee at their November 2, 2009, meeting.

Glencoe High School proposes the addition of a new elective course, Japanese Arts and Culture. This course would be separate from the Japanese language courses and would focus on topics that cannot be addressed in the language courses due to lack of time. Knowledge of Japanese language would enhance the course content, but would not be necessary for enrollment.

The Board will evaluate the success of the new course based on the evaluation presented by teachers to the Citizens' Curriculum Advisory Committee in June 2011, which includes the number of students who signed up for the course, pre and post assessments, the number of students forecasting for the course for the following year, student evaluations, and work samples (if applicable).

**RECOMMENDATION**

The Superintendent recommends the Board of Directors act on the proposed new high school course, Japanese Arts and Culture, and the evaluation process.



## HILLSBORO SCHOOL DISTRICT 1J COURSE MODIFICATION PROPOSAL

School Glencoe High School Date Oct. 21 '09

Academic Program Area(s) Japanese Grade Level(s) 9<sup>th</sup> - 12<sup>th</sup>

Sponsors of Change/Contact Person Kasumi Aoki

Title of Proposed Course Japanese arts and culture

Is the proposed course required elective (check one) Credit .5 1.0 1.5 2.0 (circle one)

Is the proposed course part of a CAM/Focused Program of Study? If so, which one? Attach CAM Course Framework. NO

- Address the following issues on a separate page to be attached to this cover sheet.

1. **Description of Proposed Course**

2. **Rationale for Proposed Course** - Describe the desired outcome for student learning and summarize best-practice research that supports this change.

3. **Content Standards** - List all content standards addressed by the content of the proposed course.

4. **Impact on the Content Program** - Explain the potential impact on other curricular areas, staffing, and budget.

5. **Projected Additional Costs** - Include startup and ongoing costs (i.e., equipment, supplies, instructional materials, anticipated travel or field trip expense, etc.)

6. **Action Research Plan** - Complete the form.

- Attach a one-page draft course outline and list instructional materials proposed for use in this course.

Site Council Chairperson: \_\_\_\_\_ (Signature) Date: \_\_\_\_\_

School Principal: \_\_\_\_\_ (Signature) Date: \_\_\_\_\_



HILLSBORO SCHOOL DISTRICT 1J  
COURSE MODIFICATION PROPOSAL  
ACTION RESEARCH PLAN

ABSTRACT

School(s) Glencoe High School Date Oct. 21 '09  
Academic Program Area(s) Japanese Grade Level(s) 9<sup>th</sup> - 12<sup>th</sup>  
Sponsor(s) of Change/Contact Person(s) Kasumi Aoki  
Title of Proposed Course Japanese arts and culture

1. Describe the Proposed Modification:

*see the attachments*

2. What data will be collected?

3. How will the data be collected?



HILLSBORO SCHOOL DISTRICT 1J  
COURSE MODIFICATION PROPOSAL  
ACTION RESEARCH PLAN

FINAL REPORT

School(s) Glencoe High School Date Oct. 21 '09  
Academic Program Area(s) Japanese Grade Level(s) 9<sup>th</sup> - 12<sup>th</sup>  
Sponsor(s) of Change/Contact Person(s) Kasumi Aoki  
Title of Proposed Course Japanese arts and culture

1. Restate the goals.
2. Identify data collected, progress toward meeting goals.
3. Describe and summarize effective programs and practices related to this curriculum.
4. Summarize the action research.
5. Summarize the conclusions from the data and effective practices. Make recommendations for other interested in implementing this activity.

HILLSBORO SCHOOL DISTRICT 1J  
COURSE MODIFICATION PROPOSAL

School: Glencoe High School Date: Oct. 21, '09  
Academic Program Area(s): Japanese Grade Level: 9<sup>th</sup> -12<sup>th</sup>  
Sponsors of Change/contact person: Kasumi Aoki  
Title of Proposed Course: Japanese Arts and Culture  
Is the proposed course ----elective Credit: 1.0 (one year course)  
Is the proposed course part of a CAM/Focused Program of Study? No

1. Description of Proposed Course

"Japanese arts and culture"

This class introduces both traditional and modern Japanese arts and culture. Due to the technology, we have more access to other countries and our society is becoming more international and diverse. The relationship between Japan and the US has become very close especially in business on the West Coast. Gaining the knowledge of Japanese arts and culture will help you to have better understanding working at Japanese company, working with Japanese people or working in Japan.

This class is separate from Japanese language class and focuses on arts and culture. Students can take this class without taking Japanese language class. Students take this class with Japanese language class will enhance language learning.

2. Rationale for Proposed Course

I have been teaching Japanese language classes at Glencoe High School, Hillsboro High School and Liberty High School since 1997. Japan has many interesting arts and culture in both traditional and modern. These motivate students to improve language learning, however, these are too many to fit in regular Japanese language classes. Having a separate class from language class and focus on arts and culture will help students to improve cultural knowledge without taking language class. Also, students who take both culture class and language class will have better understanding of both classes.

Students' outcome:

Students will be able to...

- Gain the knowledge and understanding of Japanese arts and culture.
- Experience and enjoy the arts and culture.
- Compare/contrast their own culture and other culture
- Appreciate and value their own culture and other culture
- Prepare themselves to be successful in Japanese language class and other classes
- Prepare them to go to Japan to home stay, to live or work.
- Motivate them to be successful in their future in any country.

Qualification of instructor:

I, Kasumi Aoki,

- Have been teaching Japanese language at Glencoe high school, Hillsboro High School and Liberty High School.
- Have Master of Arts in Teaching, Pacific University, 1997
- Bachelor of Arts, University of Oregon, 1995
- Was born, raised and attended K-12 schools and college in Japan.
- Have studied Japanese Flower arrangement for 13 years in Japan and have the teaching license.
- Have studied Japanese Kimono dressing for 3 years in Japan and have the teaching license.
- Have studied Japanese Tea Ceremony for 13 years in Japan.
- Have majored in Asian Studies at University of Oregon.

3. Content Standards

- Oregon Arts Benchmark standard (See the attachment)
- Oregon Japanese culture Benchmark standard (See the attachment)

Will be used for curriculum.

4. Impact on the Content Program

This course provide for students to perform

- CIM Writing in English
- CIM Speech in English
- Oregon Arts Benchmark levels
- Oregon Japanese Culture Benchmark

5. Projected Additional Costs

None

6. Action Research Plan

Describe the Proposed Modification

- Improvement of students knowledge of arts and culture
- Improvement of students' language learning due to this class.

What data will be collected?

- Any of the Japanese traditional and modern arts.
- Number of students who pass Japanese language Benchmark assessment.
- Number of students who receive A, B, or C in Japanese classes.

How will be data be collected?

- Pre and post assessment
- CIM writing in English
- CIM Speech in English
- Japanese Benchmark Assessment
- Japanese CIM Assessment

## Draft Course Outline

### The Goals: Students will be able to...

- Gain the knowledge and understanding of Japanese arts and culture.
- Experience and enjoy the arts and culture.
- Compare/contrast their own culture and other culture
- Appreciate and value their own culture and other culture
- Prepare themselves to be successful in Japanese language class and other classes
- Prepare them to go to Japan to home stay, to live or work.
- Motivate them to be successful in their future in any country.

### Course Contents

#### Traditional Arts and Culture

- Japanese calligraphy,
- Flower arrangement,
- Tea ceremony,
- Traditional dance,
- Koto harp,
- Food/Cooking,
- Kimono dress,
- Haiku Poem
- Performing Arts (Noh and Kabuki)
- Martial Arts
- History

#### Modern Arts and Culture

- Origami
- Anime
- Harajuku Fashion
- J-Pop music
- Karaoke
- Team work building  
(Sports festivals, school festivals, game show)
- Radio exercise
- Japanese School systems
- New Year's Cards
- Japanese holidays and events
- House and bathroom
- Food/table manners
- Business Japanese
- Sports (Baseball, soccer, American Football)

### Lesson Procedure

Each lesson includes

- |                  |   |
|------------------|---|
| 1. Description   | Teacher explains about the art & culture.                   |
| 2. History       | Teacher explains about brief history of the art & culture.  |
| 3. Instruction   | Teacher explains how to do the art & culture                |
| 4. Demonstration | Teacher demonstrates the art & culture or shows videos.     |
| 5. Performance   | Students experiment the arts & culture                      |
| 6. Application   | Students examine how to apply to our daily life and future. |

### Instructional materials

- Handouts and videos
- Guest speakers

### Assessment

- Oregon Arts Benchmark levels (see the attached sheet)
- Oregon Japanese Culture benchmark levels (see the attached sheet)
- Knowledge improvement of arts & culture
- Performance of the arts & culture
- CIM Writing in English
- CIM Speech in English
- Reading in English

# THE ARTS

Proficiency in the arts includes creating, performing or presenting art, recognizing artistic qualities in works of art and understanding the historical and cultural contexts in which art is created. The arts include music, visual art, dance, theater and cinema.

**AESTHETICS AND ART CRITICISM:** Respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements.	Recognize artistic elements in works of art.	Identify artistic elements and principles which can be used to analyze works of art.	Recognize and describe how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.	Analyze how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.
Respond to works of art, giving reasons for preferences.	Respond to works of art, giving reasons for preferences.	Describe an idea or feeling connected with viewing or hearing a work of art.	Identify personal preferences and their relationship to artistic elements.	State preferences for works of art and reasons for preferences, based on key artistic elements and principles used in producing the art.	State preferences for works of art and reasons for preferences, based on an analysis of how artistic elements and principles are used in producing the art.

**HISTORICAL AND CULTURAL PERSPECTIVES:** Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Identify both common and unique characteristics found in works of art from various time periods and cultures.	Relate works of art from various time periods and cultures to each other.	Identify an event or condition which inspired a work of art.	Identify distinguishing features of works of art and their historical and cultural contexts.	Describe and explain distinguishing features of works of art and their historical and cultural contexts.	Analyze a work of art by comparing and contrasting it to another work from a different time or culture.
Understand that the arts have a historical connection.	Describe how historical and cultural contexts influence works of art.		Describe how historical or contemporary events influenced or influence works of art.	Discuss and compare works of art from different time periods and cultures emphasizing their historical context.	Describe and explain how the characteristics of a society or culture influenced works of art.
Explain how a work of art reflects the artist's personal experience in a society or culture.					
Understand how the arts serve a variety of personal, professional, practical and cultural needs.					

# SECOND LANGUAGES

Second language proficiency consists of communicating through listening, speaking, reading, writing and applying culturally appropriate practices in real-life situations in a second language. The stages below are based on American Council for Teachers of Foreign Language proficiency levels. They apply to commonly taught languages, such as Spanish, French and German.

COMMUNICATION: Express and comprehend ideas in a language other than English.

Spanish, French & German  
C1111

JPN  
C111

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STAGE 1 (NOVICE LOW/MID)	STAGE 2 (NOVICE MID/HIGH)	STAGE 3 (NOVICE/HIGH)	STAGE 4 (INTERMEDIATE LOW)
LISTENING: Listen to/receive messages for a variety of purposes.  Demonstrate comprehension of messages from authentic and other sources to gain information.	Demonstrate comprehension of messages from authentic and other sources to gain information.	Comprehend isolated words and everyday expressions.	Comprehend familiar ideas and details in short sentences and simple questions on a limited range of topics.	Comprehend main ideas and details in statements and questions on everyday topics.	Comprehend main ideas and some supporting details from simple announcements, narratives and conversations in familiar situations on everyday topics.
	SPEAKING: Speak/sign for a variety of audiences and purposes.  Communicate information, express ideas and accomplish tasks.  Communicate by asking and responding to questions, using introductions, greetings, courtesies and performing transactions.  Express ideas, needs, likes, dislikes, suggestions and opinions by initiating and engaging in conversations.	Communicate information, express ideas and accomplish tasks.	Use memorized words and everyday expressions and identify familiar objects.	Use simple memorized phrases, sentences and questions on a limited range of topics.	Use phrases, sentences and questions to express ideas and some details on a range of topics.
Japanese 1		Japanese 2	JPN 3/4	JPN 5	
Spanish, French & German 1		Spanish, French & German 2			

# Oral Benchmarks-Minimum Proficiency Standards

## Level 1



The oral benchmarks set minimum standards outlining what a student should be able to do with the language in a one on one "on demand" interview with an unfamiliar person.

Content/Culture	Function	Text Type	Accuracy
Students at this level should be able to talk about these topics:	Students at this level should be able to...	Students at this level should be able to use...	Students at this level should be able to...
Self	Engage in greetings... おはよう、こんにちは。...	learned words and phrases	<ul style="list-style-type: none"> <li>respond after no more than 2 repetitions for comprehension</li> <li>show some conformity to the rules of the Japanese pronunciation system</li> <li>convey a message which is generally comprehensible to a sympathetic interlocutor (friendly conversation partner), although there may be hesitations/pauses which interfere with comprehension.</li> </ul>
Food/Beverage	Give self intro. (name, and age.) わたしは_____です/じゅうごさいです。	learned words and phrases	
Animals and Pets	Ask questions about others... おなまえは。...	learned words and phrases	
	Use formulaic expressions... (use at least two at this level)	learned words and phrases	
School	Express numbers/quantity 1-99... いち、にじゅうににち、さんこ。...	learned words and phrases	
	Express days of week ... にちようび、げつようび。...	learned words and phrases	
Calendar	Tell/Ask time (hours-minutes)... いちじ、にじはん、さんじじゅうごふん	learned words and phrases	
	Identify things: classroom objects, animals/pets, foods/beverages... つくえ、いす、ごみばこ/いぬ、ねこ、うし/こめ、みず、パン。...	learned words and phrases	
	Express likes/dislikes... すしがすきです。...	learned words and phrases	

### BENCHMARK STAGE I

Japanese

#### READING

Proficiency
Recognize elements
Scan for gist
Differentiate styles
Extract detail

Level of Control	Performance/Text Type	Context
Decode	48 hiragana or katakana characters	in on-demand tasks
Determine genre	of high context materials (e.g., advertisement, menu, or memo)	on curriculum-embedded tasks
Extract known characters	from authentic text	on curriculum-embedded tasks
Recognize	different uses for hiragana/katakana	on curriculum-embedded tasks
N/A	N/A	N/A

#### WRITING

Write characters
Produce text

Reproduce from model	73 legible hiragana or katakana characters	on curriculum-embedded tasks
Reproduce lists of isolated words from model	in legible fashion	on curriculum-embedded tasks

# Oral Benchmarks-Minimum Proficiency Standards

## Level 3

The oral benchmarks set minimum standards outlining what a student should be able to do with the language in a one on one "on demand" interview with an unfamiliar person.

Content/Culture	Function	Text Type	Accuracy
Students at this level should be able to talk about these topics: self, food/beverage, animals/pets, school, calendar seasons, weather, location, clothing, families PLUS the following: Leisure Shopping Friends Home Health	Students at this level should be able to...  Perform ALL functions listed in Levels 1 and 2 Plus ALL of the following:  • Report past and future events... たべました/たべます。 . . . • Ask for specific item... をください。 . . . • Identify/Describe physical features (relative size, color, qualifiers, etc.)... おおきい, あかい, よい, きれい, たくさん, たくさん, たくさん • Issue/Respond to invitations... ~ませんか, いいですね, ちょっと。 . . . • Describe mode... えんぴつで/にほんごで。 . . . • Make suggestions... ~ましょう。 . . . • Express quantity (basic counters) えん/ドル, まい, にん • Express ability... できます/じょうず。 . . . • Express physical conditions... あたまがいたい/げんきです。 . . .	Students at this level should be able to use...    learned words and phrases learned words and phrases learned words and phrases learned words and phrases learned words and phrases learned words and phrases learned words and phrases learned words and phrases learned words and phrases learned words and phrases	Students at this level should be able to...    • respond after no more than 2 repetitions for comprehension  • show some conformity to the rules of the Japanese pronunciation system  • convey a message which is generally comprehensible to a sympathetic interlocutor (friendly conversation partner), although there may be hesitations/pauses which interfere with comprehension.

## BENCHMARK STAGE III

### READING

Content
Self, Food, Animals, Pets, School, Calendar, Seasons, Weather, Location, Clothing, Families, Leisure, Shopping, Friends, Home, Health

Function	Text Type	Context
Recognize elements	all hiragana and katakana ----- isolated words and phrases	in on-demand tasks ----- curriculum embedded tasks
Scan for gist	selecting major components and words	on curriculum-embedded tasks
Extract detail	frequently used words	on curriculum-embedded tasks

### WRITING

Function	Text Type	Context/Performance Level
Write characters	all hiragana and katakana characters	Write without model in on-demand tasks
Produce text	legibly	Produce isolated words in on-demand tasks

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**ACT ON HIGH SCHOOL COURSE PROPOSAL:**  
**STRENGTH TRAINING FOR WOMEN**

**SITUATION**

At the November 24, 2009, meeting the Board reviewed the first reading of a high school course proposal. Upon approval, the course may be offered at the school proposing the course and at any other District school of the same level. The course was recommended for approval by vote of the Citizens' Curriculum Advisory Committee at their November 2, 2009, meeting.

Glencoe High School proposes the addition of a new elective PE course, Strength Training for Women. Glencoe currently offers a very popular co-ed strength training course, but female students and their parents have indicated that many girls feel intimidated and/or self-conscious lifting weights in a co-ed environment. The proposed course would offer female students the benefits of weight training and conditioning in a safe and comfortable environment.

The Board will evaluate the success of the new course based on the evaluation presented by teachers to the Citizens' Curriculum Advisory Committee in June 2011, which includes the number of students who signed up for the course, pre and post assessments, the number of students forecasting for the course for the following year, student evaluations, and work samples (if applicable).

**RECOMMENDATION**

The Superintendent recommends the Board of Directors act on the new high school course, Strength Training for Women, and the evaluation process.



## HILLSBORO SCHOOL DISTRICT 1J COURSE MODIFICATION PROPOSAL

School Glencoe High School Date 10-29-09

Academic Program Area(s) Physical Education Grade Level(s) 9-12

Sponsors of Change/Contact Person Ma H Clark

Title of Proposed Course Strength Training and Conditioning for Women

Is the proposed course required \_\_\_ elective X (check one) Credit .5 1.0 1.5 2.0 (circle one)

Is the proposed course part of a CAM/Focused Program of Study? If so, which one? Attach CAM Course Framework.

- Address the following issues on a separate page to be attached to this cover sheet.

1. **Description of Proposed Course**

See attached

2. **Rationale for Proposed Course** - Describe the desired outcome for student learning and summarize best-practice research that supports this change.

3. **Content Standards** - List all content standards addressed by the content of the proposed course.

4. **Impact on the Content Program** - Explain the potential impact on other curricular areas, staffing, and budget.

5. **Projected Additional Costs** - Include startup and ongoing costs (i.e., equipment, supplies, instructional materials, anticipated travel or field trip expense, etc.)

6. **Action Research Plan** - Complete the form.

- Attach a one-page draft course outline and list instructional materials proposed for use in this course.

Site Council Chairperson: \_\_\_\_\_ (Signature) Date: \_\_\_\_\_

School Principal: \_\_\_\_\_ (Signature) \_\_\_\_\_

## **Description of Proposed Course**

Strength Training and Conditioning for Women is a semester elective course, targeted to female students who are interested in learning about and participating in weight training and conditioning activities.

## **Rationale for Proposed Course**

Currently Glencoe High School has only co-ed course offerings for Strength Training and Conditioning. This class is in high demand by the student population. Many students who enroll in this class are male. Through discussions with female students, and parents of these students, I have been made aware that these individuals feel intimidated and self conscious about lifting weights in a co-ed environment. Having a women's specific strength training class would eliminate these concerns.

## **Content Standards**

### **Expressive and Efficient Moving**

- PE.CM.EE.01 Demonstrate competency in complex versions of Strength Training and Conditioning movement forms and advanced skills.
- PE.CM.EE.02 Utilize skills and strategies, use of feedback, positive and negative aspects of personal performance, appropriate practice and conditioning procedures, to critique an activity.
- PE.CM.EE.04 Demonstrate rules and strategies used in complex versions of strength training and conditioning movement forms.

### **Fitness for Lifetime**

- PE.CM.FL.04 independently design a written personal fitness and activity program which incorporates related physical fitness components and principles (overload, progression, specificity, and individuality).

### **Self-Management and Social Behavior**

- PE.CM.SM.01 Analyze and apply rules, procedures, and etiquette that are safe and effective for specific activities/situations.

### **Health Advocacy**

- HE.CM.HS.07 Advocate to self, peers, family and community members the importance of participating in health-enhancing behaviors and abstaining from unsafe behaviors.

### **Impact on the Content Program**

The potential impacts of Strength Training and Conditioning 2 class may include:

- An increase of female students advocating for the life lasting benefits of strength training and conditioning.
- Female students are better educated to make decisions about the pursuit of a career in the fitness/physical wellness industry.

### **Projected Additional Costs**

There should be no additional equipment costs with this class.

### **Action Research Plan**

#### **1. Describe the proposed Modification:**

We propose to add Strength Training and Conditioning for Women class to the Glencoe PE Department offerings.

#### **2. What data will be collected?**

- a. Student Enrollment
- b. Student achievement
- c. Program evaluation based on student feedback

#### **3. How will the data be collected?**

- a. Registrar records
- b. Performance evaluations
- c. Selected response examinations (Pre and Post Assessment)

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**ACT ON RESOLUTION REGARDING BALLOT MEASURES 66 AND 67**

**SITUATION**

The Board of Directors requested that this item be placed on the agenda for their action on December 15, 2009. A Board member will prepare all materials and bring copies to the meeting so that no staff member is involved in preparation or distribution of advocacy materials. Following that meeting, information will be available regarding the action taken by the Board.

**HILLSBORO SCHOOL DISTRICT**  
**December 15, 2009**  
**NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT**  
**ANNUAL REPORT**

**SITUATION**

The Northwest Regional Education Service District (NWRES D) provides numerous services to Hillsboro School District, including direct services to special education students. NWRES D Chief Financial Officer Mike Schofield, Superintendent Jim Mabbott, and Board member Larry Spier will present the annual report detailing the services to Hillsboro students by the NWRES D.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors hear and discuss the NWRES D annual report.



# Northwest Regional Education Service District



## 2008-09 ANNUAL REPORT

**“Providing equitable support  
to our school districts in their  
mission to educate all students”**



Serving the 20 school districts in  
Clatsop, Columbia, Tillamook  
and Washington counties.

# NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT

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## TABLE OF CONTENTS

Guiding Principles/Mission Statement.....	i
Map of Service Area.....	ii
Board of Directors .....	iii
Overview of Programs and Services.....	1-2
Administration and Board Services .....	3
Special Student Services.....	4
Department of Schools .....	4
Instructional Services.....	5
Technology Services.....	6
Financial Overview .....	7
Service Credit Allocations & Core Services.....	8
Chart of Program Expenditures by District .....	9-10
Advisory Committees .....	11-12
Clatsop County School Districts.....	15-24
Columbia County School Districts .....	27-36
Tillamook County School Districts .....	39-44
Washington County School Districts.....	47-60

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## GUIDING PRINCIPLES

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### Our Customers

- Will be treated with respect, dignity and professionalism.
- Will have fair and equal access to NWRES D programs and services.
- Will have ample opportunity for input regarding programs and services provided by the NWRES D, as well as evaluative responses regarding their quality.

### Our Services

- Will be aligned to the needs and priorities of our component districts and the Oregon Department of Education.
- Will represent quality, innovative and cost- effective options.
- Will maximize fiscal and human resources consistent with the district's mission and guiding principles.

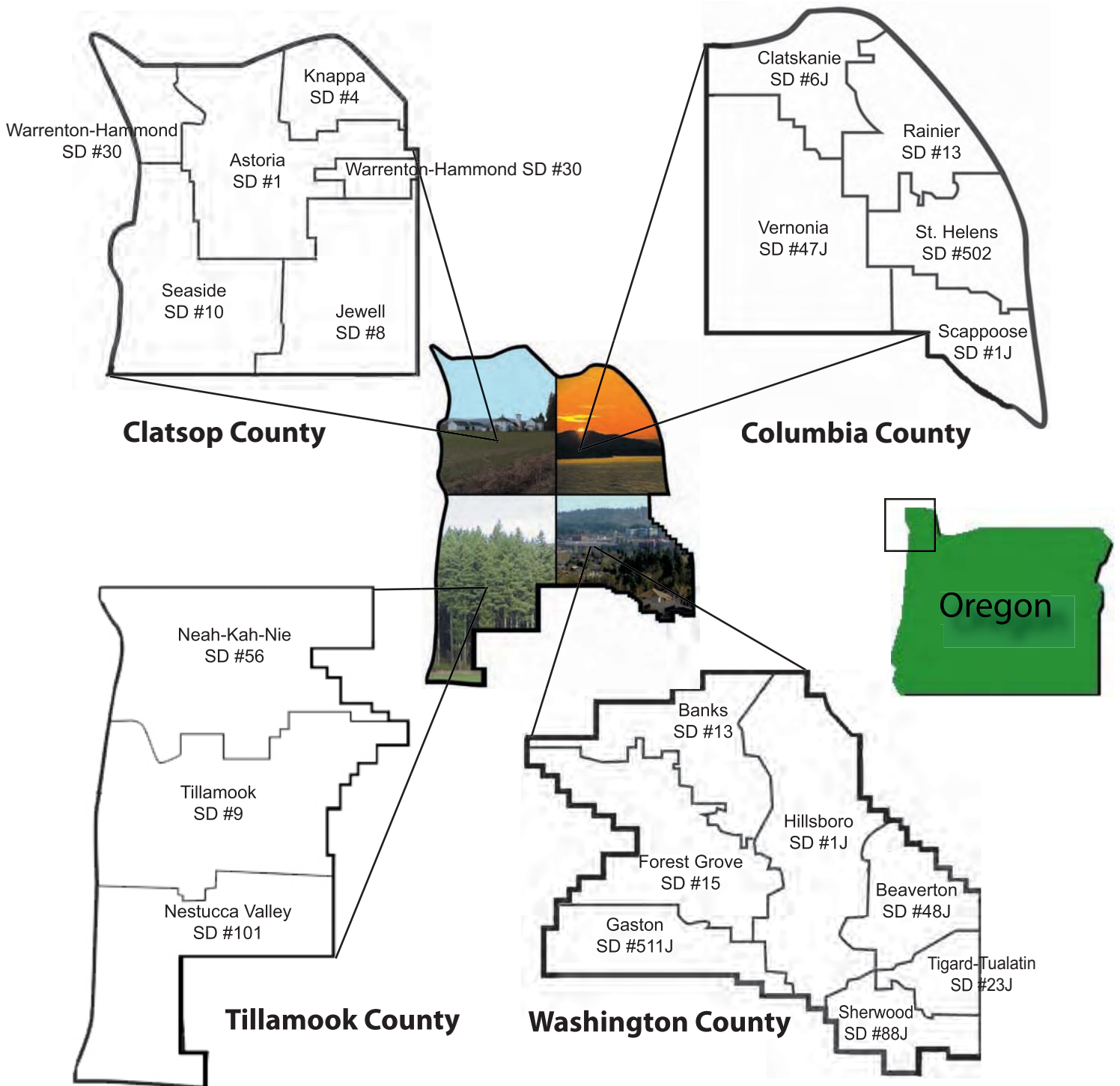
### Our Staff

- Represent efforts to hire the most talented people, who are excited about working at NWRES D.
  - Actively participate in continuous self and program improvement opportunities.
  - Work in settings that communicate staff value and expectations of high performance.
- 

## MISSION STATEMENT

**T**o provide equitable support to our school districts in their mission to educate all students.

# Four-County Service Area



# Board of Directors

The Northwest Regional Education Service District is governed by a nine-member board consisting of five elected directors, each representing specific school districts in the region, and four appointed directors from each of the following regional groups: higher education, social services, the business community, and one at-large member. Together, these volunteer community members work closely with the ESD's superintendent to determine district policies and ensure the highest quality programs and services are being delivered to schools in the region.

## **MARILYN McGLASSON, CHAIR**

### **At-Large position**

Marilyn retired in 2005 after serving seven years as superintendent of the Banks School District in Washington County. She currently sits on the Portland Community College Board of Directors. Marilyn is a former member of the Washington County ESD Board, Washington Service Center Advisory Committee, and superintendent of the former Farmington View School District.

## **GREG HAMANN, VICE CHAIR**

### **Education position**

Greg serves as president of Clatsop Community College. In addition to his membership on the NWRES D Board of Directors, Greg is also active in his community as a member of the Warrenton-Astoria Chamber of Commerce, Astoria-Warrenton Kiwanis, and the Liberty Theatre Board.

## **RENÉE BRUCE**

### **Social Service position**

Renée has worked for Community Action for the past 18 years, and currently serves as Director of Family & Community Resources. She serves on the following boards; C.A.S.H. – Creating Assets Savings & Hope, Essential Health Clinic, Washington County Housing Advisory Board and chairs the Washington County Childhood Care and Education Advisory Committee.

## **EARL FISHER**

### **Zone 4: Beaverton (Beaverton and Sunset high school attendance areas), Clatskanie, Rainier, Scappoose, St. Helens, and Vernonia school districts**

Earl retired from education with over 34 years of service. He spent the last three years of his career as Administrator of the Northwest Regional ESD's Clatsop Service Center in Astoria, retiring in 2003. Earl is a Columbia County Commissioner and on the Board of Directors for the Columbia County Commission on Children and Families, the Clatskanie Fire Dept., the St. John Hospital Foundation and the Clatskanie Kiwanis.

## **MICHAEL INGALLS**

### **Zone 5: Beaverton School District (Aloha, Southridge, and Westview high school attendance areas)**

Michael has resided in Washington County since 1994. He has a bachelor of science degree in economics from Santa Clara University. He is an active member in his community, serving four years as a leader in Cub Scouts; volunteering in his children's elementary school; and coaching youth sports.

## **DOUG MONTGOMERY**

### **Zone 2: Astoria, Jewell, Knappa, Seaside, Warrenton-Hammond, Neah-Kah-Nie, Nestucca Valley, Tillamook, Banks, and Forest Grove school districts**

Doug retired as a management analyst from Bonneville Power Administration in 2002. Throughout his career he taught at the college level in the areas of urban and public affairs, political science, and aging affairs. Doug is currently teaching a U.S. Government class at Tillamook Bay Community College. He is a member of the Tillamook County Futures Council.

## **ANN SAMUELSON**

### **Business position**

Ann is president of Astoria Mechanical and Trailblazer Construction. She also serves as a Clatsop County Commissioner for District Five. Ann has served on the Meth Prevention Team, Diversity Action Committee, and was a citizen lobbyist/author of SB304 (Asbestos-related issues) in a recent legislative session.

## **LARRY SPIER**

### **Zone 3: Hillsboro School District**

Larry retired from education in 2002 with over 33 years of service. He spent the last 28 years as a special education teacher and school administrator with the Beaverton School District. He served on the former Washington County ESD, and was board chair for NWRES D during the 2006-07 school year. He is currently serving his fourth year as a member of the St. Mary's Home for Boys Board of Directors, and is self-employed as a behavioral consultant to school districts.

## **GAIL YOUNG**

### **Zone 1: Gaston, Sherwood, and Tigard-Tualatin school districts**

Gail is a former member of both the Washington County ESD Board and the Washington Service Center Advisory Committee. Prior to serving on the Washington ESD Board, she served on the Douglas County ESD Board. Gail is self-employed as a vocational consultant.

# Overview of Programs and Services

## SPECIAL EDUCATION

### EARLY INTERVENTION/EARLY CHILDHOOD SPECIAL EDUCATION

- The Northwest Regional ESD provides programs and services for children with disabilities from birth to age three in the Early Intervention (EI) program. Children with disabilities age three to kindergarten are served in the Early Childhood Special Education (ECSE) program. More than 2,000 EI/ECSE children are served each year by NWRES.



### RELATED SERVICES

- NWRES provides services from birth to age 21 that are specifically designed to provide access to specialists with training and experience in working with students with autism spectrum disorder (ASD), severe orthopedic impairments, vision impairments, hearing impairments, and speech and language impairments.
- Programs and services include: assessments to determine special education eligibility and education planning; audiological services; physical therapy and occupational therapy services; speech/language services; specialized classrooms for deaf and hard of hearing students; itinerant services (educational consultation and direct services) for students who are blind, visually impaired, deaf/hard of hearing, or have severe orthopedic impairments as well as interpreter services for students who are deaf/hard of hearing.
- More than 1,800 children were served in 2008-09 by NWRES's Related Services Department.

## DEPARTMENT OF SCHOOLS

### BEHAVIORAL PROGRAMS

- The district provides special education to students in kindergarten through 12<sup>th</sup> grade with a wide range of specialized classrooms and schools for children with significant developmental, emotional and behavioral disabilities. Classes operated by NWRES deliver instruction by licensed teachers and educational assistants who provide the necessary supervision, special education and related services.

### GED TESTING SERVICES

- The ESD offers GED (General Equivalency Diploma) testing to qualified applicants at the district's Regional Office in Hillsboro and at the Columbia Service Center in St. Helens.

### HOME SCHOOL SERVICES

- Oregon Revised Statutes require ESDs to provide monitoring services for students for whom parents have chosen home schooling.

### NORTHWEST OUTDOOR SCIENCE SCHOOL

- Outdoor School gives students opportunities to experience the natural world in an outdoor setting, including Residential Outdoor School for elementary schools, Spring Break Outdoor School for 5<sup>th</sup> and 6<sup>th</sup> graders, Environmental Education Field Studies for 5<sup>th</sup> through 8<sup>th</sup> grade classes, and Cascade Education Corps for at-risk high school students.



## INSTRUCTIONAL SERVICES

### INSTRUCTIONAL SERVICES SUPPORT

- The Instructional Services Department provides support and consultation services in curriculum and staff development as requested by the 20 component school districts. Services are designed to assist districts in meeting the requirements of school reform legislation.

### SCHOOL IMPROVEMENT SERVICES

- School Improvement Specialists provide leadership, support, and consultation in the area of school improvement, and curriculum instruction and assessment.

### ENGLISH LANGUAGE LEARNER (ELL) AND MIGRANT SERVICES

- The ELL and Migrant program supports and collaborates with school districts to develop and implement ELL plans that are compliant with state and federal guidelines.

### PROFESSIONAL/TECHNICAL PROGRAMS

- The ESD operates two professional/technical programs for students in Tillamook County through partnership with the Tillamook Education Consortium: the Health Services Academy and the Hospitality, Tourism and Recreation program (HTR). During the 2008-09 school year, the agency operated CAPITAL Center High School Technology Institute in Washington County. Students attending the CAPITAL Center received a solid background in the academic area of study and career exploration in a variety of disciplines, including engineering prep, automotive technology, and law enforcement.

### PROFESSIONAL DEVELOPMENT

- The Professional Development Department provides training and support to school districts focused on school improvement related to Oregon's Education Act for the 21st Century, and supports school district staff in implementing professional development activities.

## TECHNOLOGY SERVICES

### TECHNOLOGY SERVICES TO SCHOOLS

- The Technology Support Services (TSS) Division is responsible for the day-to-day computer services for 20 school districts and over 600 ESD staff. Services include Internet connections, printing, network monitoring, backing up files and troubleshooting.

### SOFTWARE AND APPLICATION SUPPORT

- NWRESD provides software support to component districts for student e-mail accounts, media booking, student and fiscal systems, list servers, domain name servers, home school tracking, web development, special education early intervention census tracking, testing services, class registration system, web-based surveys, and other system-wide data systems.

### MANAGEMENT INFORMATION SERVICES (MIS)

- MIS provides regional data processing systems to school districts in the areas of finance, human resource management, and student information management. Examples of information tracked through the ESD's various systems include record reports, grading, attendance, substitute tracking, payroll, employee records, and budgeting information.

### TESTING AND ASSESSMENT SERVICES

- Testing documents received from school districts are scanned and scored, and the reports that are generated are distributed to district administrative staff. Testing programs include: Consortium Off-Grade Test (COG); Cognitive Abilities Test (CogAT5 and CogAT6 in both English and Spanish); Metropolitan Achievement Test (MAT7); and Naglieri Non-Verbal Ability Test (NNAT).

### MULTIMEDIA/VIDEOCONFERENCING SERVICES

- The Multimedia Library program provides teachers and school district instructional staff with on-line access to current, curriculum-relevant instructional videos, and streaming media. The library makes available 12,000 video titles to districts that would not otherwise be economically feasible for them to provide on their own. Videoconferencing scheduling and technical support is also provided through the department.



## OTHER SERVICES

### TRUANCY ENFORCEMENT

- Oregon Revised Statute 339.040 requires ESDs to provide truancy services to districts. Acting on referrals from the districts, officers contact guardians and provide them with information on Oregon school attendance laws.

### COURIER SERVICES

- The ESD Courier Service provides pick-up and delivery of instructional videos and DVDs, printing orders and inter-school and inter-district mail. Couriers visit schools and district offices in the four-county region once a week.

### PRINTING AND GRAPHICS SERVICES

- The NWRESD Printing Department provides print production services to component school districts at rates that offer considerable savings. Services include black and white digital printing, color digital printing, offset printing, & bindery services.

## ADMINISTRATION AND BOARD SERVICES

### TOP ACCOMPLISHMENTS IN 2008-09

- Facilitated consensus among the region's component school districts for a workable funding level for K-12 budgets for the 2009-11 biennium.
- Increased communication between the Northwest Regional ESD Board of Directors and our 20 component school district Boards via the quarterly Board-to-Board newsletter.
- Worked with component districts to create a 2009-10 Local Service Plan that was approved by all 20 school boards.
- Facilitated a region-wide "legislative voice" that resonated with professional education groups and the legislative leadership.

### KEY FOCUS AREAS FOR 2009-10

- Work with all state education partners to form one legislative voice.
- Assist our new superintendents in their work with the ESD or other state and local issues.
- Help to identify system redundancies between ESD and school districts that may result in cost savings.
- Work with component districts to create a 2010-2011 Local Service Plan that will be embraced and approved by all 20 school boards.



Thomas Hartmann of Sorenson Communications (left), uses American Sign Language to thank the NWRES D Board of Directors, while Board Chair Earl Fisher and Superintendent Jim Mabbott look on. The ESD Board presented Hartmann with a Partners in Education award for his work to implement deaf/hard of hearing video relays at the ESD's programs in Washington County.

### COMMUNITY

The Northwest Regional ESD recognizes the contributions of community partnerships at Board meetings throughout the year. Partner agencies and individuals are nominated by staff and share the ESD's mission of *"providing equitable support to our school districts in their mission to educate all students."*

### PARTNERSHIPS

## SPECIAL EDUCATION SERVICES

### TOP ACCOMPLISHMENTS IN 2008-09

- **The Early Intervention/Early Childhood Ed Department:**
  - » Opened a new site in Tualatin serving children from Sherwood, Tigard-Tualatin and south Beaverton. The Tualatin Early Childhood Center serves young children—birth through 5—with hearing, orthopedic, speech and vision impairments, autism, and other disabilities.
- **The Related Services Department:**
  - » Provided highly trained and highly specialized staff to all of our 20 component school districts and the NWRES D EI/ECSE program.
  - » Built capacity in each district and program so that student needs can be met on a daily and on going basis. These activities included a variety of workshops and training opportunities that were offered around the region.
  - » The Low Incidence Regional program, one component of the department, serviced over 1,800 children ages birth through age 21 who are hearing impaired, visually impaired, deaf/blind, autistic and severely orthopedically impaired.
- **The Behavioral Programs Department:**
  - » Implemented Professional Learning Communities
  - » Utilized data to inform instruction
  - » Increased attendance at all schools

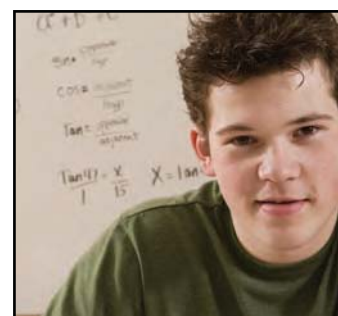
### KEY FOCUS AREAS FOR 2009-10

- **The Early Intervention/Early Childhood Ed Department:**
  - » Will continue its focus on implementing PBS (Positive Behavior Support) throughout the entire program.
- **The Related Service Department:**
  - » Will continue providing highly specialized staff to our component districts and programs. However, new focus areas for this department include developing and implementing services to student with Traumatic Brain Injuries, providing statewide leadership in the provision of services for students with visual impairments, and utilizing ARRA funds to provide multiple and variety learning opportunities that support educators who work with autistic children.

## DEPARTMENT OF SCHOOLS

### KEY FOCUS AREAS FOR 2009-10

- The Department of Schools will be created to encompass behavioral programs, Northwest Outdoor Science School, GED, and home school services.
- Cascade/Pacific Academies and all long term care and treatment programs, including Levi Anderson, Reach, and PACE will focus on data driven decision-making to increase scores in reading and mathematics.
- Northwest Outdoor Science Schools will continue to contribute to the development of environmental literacy and responsible citizenship. The program is a hands-on learning experience working to expose students to careers in science and natural resource management.
- General Educational Development (GED) testing will focus on creating a very structured and efficient testing service to meet the needs of those individuals who have not graduated from high school to demonstrate the attainment of developed abilities normally acquired through completion of a high school program of study.
- Home School Services will focus on monitoring and registration service for students not enrolled in public or private school but for whom parents have chosen home schooling.



NWRES D provides services from birth to age 21 that are specifically designed to provide access to specialists with training and experience in working with students with autism spectrum disorder (ASD), severe orthopedic impairments, vision impairments, hearing impairments, and speech and language impairments.



## INSTRUCTIONAL SERVICES

### TOP ACCOMPLISHMENTS IN 2008-09

- Provided support and assistance to other education service districts in the state as they adopted and implemented the school improvement model used in our region. Approximately 55 presentations were given throughout the state.
- Presented at 68 national and state conferences or meetings regarding the school improvement efforts of Northwest Regional ESD and its districts.
- Implemented more than 350 workshops, trainings, and services in the four-county region in support of literacy, math, student behavior systems, English Language Learners, migrant education and migrant summer school, Native American cultural and academic issues, and various components of our school improvement model.
- Provided staff development and implementation support for the school improvement system at NWRESD school age programs at Levi Anderson and Cascade/Pacific Academy.



Northwest Regional ESD's Professional Development Department staff provide quality workshops and trainings to teaching staff in Clatsop, Columbia, Tillamook and Washington county school districts to raise student achievement.

### KEY FOCUS AREAS FOR 2009-10

Support component districts as they implement the school improvement model through:

- Seminars for superintendents that focus on issues of improving student achievement;
- Principal Academies conducted in each county that assist principals and data team leaders to monitor and revise school improvement plans; and
- School Improvement component trainings and support on a regional, county, and district basis.

Support our districts as they submit their Continuous Improvement Plans (C.I.P.) to the Oregon Department of Education by providing:

- Assistance in developing district C.I.P. and building S.I.P.; and
- Pre-submission review of C.I.P./S.I.P., as well as assistance for mid-term and end of year analysis and reporting.

Partner with local colleges and universities to provide both online and campus-based teacher and administrator endorsement classes that integrate components from NWRESD school improvement system, as well as meet TSPC requirements.

Partner with local colleges and universities to provide an online ESOL endorsement program to support district ELL programs.

IMPROVING

During the 2008-2009 school year, the Instructional Services Department held over **350** workshops and/or presentations on school improvement processes for **3,859** educators in Clatsop, Columbia, Tillamook, and Washington counties.

STUDENT ACHIEVEMENT

# TECHNOLOGY SERVICES

## TOP ACCOMPLISHMENTS IN 2008-09

- Co-hosted—with Multnomah ESD and Portland Public Schools—the 2008 eSIS Northwest Conference held in Portland in early November for over 175 attendees.
- Developed a new unlock and password control application for eSIS and made it available to all eSIS technical administrators in the US and Canada.
- Implemented a Last Mile Grant for high speed network connectivity to rural districts resulting in five districts receiving broadband.
- Received ODE ORVSD Open Algebra Project grant for the purpose of training teachers how to create computer-based assessments for students.
- Received funding from ODE for the NW Tech Cadre, allowing participating teachers to learn about the new Oregon Technology Standards for students.
- Upgraded NWRES and multiple districts from Microsoft Exchange 2003 to Exchange 2007, upgraded external domain name servers, and replaced for most component districts.



The Follett Destiny Library Software System, is currently being used by eleven of NWRES's component districts. The system saves districts time and money by combining library and textbook circulation, cataloging, searching, reporting and management in one centrally-hosted system.

## KEY FOCUS AREAS FOR 2009-10

- Identify and implement the best method for tracking student work sample scores and new Oregon diploma requirements for eSIS and data warehouse.
- Complete development of Oregon Special Education application and implement within component districts.
- Create materials and provide trainings for districts on the new Oregon Educational Technology Standards.
- Promote and expand participation in the NW EdTech Cadre.
- Implement Microsoft Communication Server for use by NWRES staff and districts as needed for web-based meetings and presentations.
- Implement Asterisk open source telephone system at several school districts.

CREATING

Teachers in NWRES's 20 component school districts scheduled **94,304** video streamings and **12,483** DVD/VHS bookings during 2008-09—enhancing learning for the 15,000-plus students in the four-county region!

INNOVATION

## FINANCIAL OVERVIEW

### 2008-09 General Fund Revenues

State and Federal Revenues	\$28,334,070
Property Taxes	8,248,092
Beginning Fund Balance	4,002,170
Local Revenues	2,252,375
Other	464,286
<b>Total</b>	<b><u>\$43,300,993</u></b>

### 2008-09 General Fund Expenditures

Transfers and Transits	\$ 28,952,078
Support Services	10,133,148
Instruction	-
Ending Fund Balance	3,543,817
Debt Service	671,951
Capital Outlay	-
<b>Total</b>	<b><u>\$ 43,300,993</u></b>

### 2008-09 School District Requirements

State School Fund	\$ 26,086,904
Property Taxes	8,248,092
<b>Total SSF Revenues</b>	<b><u>34,334,996</u></b>
90% Requirement to Districts	30,901,496
2008-09 Service Credits	24,309,816
2008-09 Core Programs	8,081,721
<b>Total Spent on Districts</b>	<b><u>\$ 32,391,537</u></b>
<b>Difference</b>	<b><u>\$ (1,490,041)</u></b>

### Operations Expenditures

	<b><u>2008-09</u></b>
Attendance Services	\$ 86,954
Board of Directors	109,668
Business Services	971,683
Communications	109,843
Debt Service	671,951
Facilities	983,968
Human Resources	552,795
Office of the Deputy Superintendent	269,414
Office of the Superintendent	419,353
Print Services	22,753
Receptionist	29,531
Service Centers	158,859
Technology Services	688,617
Transfers	2,256,422
Warehouse	28,591
<b>TOTAL</b>	<b><u>\$ 7,360,402</u></b>

### Operations Budget

	<b><u>2009-10</u></b>
Attendance Services	\$ 57,484
Board of Directors	145,950
Business Services	957,623
Communications	107,482
Debt Service	655,000
Facilities	393,629
Human Resources	501,929
Office of the Deputy Superintendent	284,099
Office of the Superintendent	389,785
Print Services	29,275
Receptionist	55,841
Service Centers	166,173
Technology	920,356
Transfers of General Fund Obligations	727,350
Warehouse	-
<b>TOTAL</b>	<b><u>\$ 5,391,976</u></b>

## SERVICE CREDIT ALLOCATIONS

D	W	D				W	D	
			Resolution Plan ADMw w/Growth*	Percentage by Region	Percentage by County	2008-09 Service Credits	2009-10 Service Credits	Change
Clatsop County								
	Astoria		2,255.00	1.95%	36.70%	475,353	450,074	(25,279)
	Jewell		286.30	25.00%	4.66%	66,750	57,142	(9,608)
	Knappa		707.80	61.00%	11.52%	146,181	141,269	(4,912)
	Seaside		1,829.60	1.58%	29.77%	385,652	365,169	(20,483)
	Warrenton-Hammond		1,066.30	92.00%	17.35%	218,066	212,822	(5,244)
	Total		6,145.0	5.30%	100.00%	1,292,002	1,226,476	\$(65,526)
Columbia								
	Clatskanie		1,052.00	0.91%	10.71%	218,891	209,968	(8,923)
	Rainier		1,349.40	1.16%	13.73%	276,114	269,326	(6,788)
	Scappoose		2,401.60	2.07%	24.44%	501,727	479,334	(22,393)
	St. Helens		4,110.80	3.55%	41.84%	865,376	820,472	(44,904)
	Vernonia		912.30	0.79%	9.28%	192,888	182,085	(10,803)
	Total		9,826.1	8.48%	100.00%	2,054,996	1,961,185	\$(93,811)
Tillamook								
	Neah-Kah-Nie		885.80	0.76%	21.55%	188,929	176,796	(12,133)
	Nestucca Valley		812.00	0.70%	19.75%	161,420	162,067	647
	Tillamook		2,413.10	2.08%	58.70%	523,544	481,629	(41,915)
	Total		4,110.9	3.55%	100.00%	873,893	820,492	\$(53,401)
Washington								
	Banks		1,372.10	1.18%	1.43%	287,661	273,857	(13,804)
	Beaverton		43,453.30	37.49%	45.35%	9,259,168	8,672,817	(586,351)
	Forest Grove		7,689.40	6.63%	8.02%	1,578,137	1,534,723	(43,414)
	Gaston		668.00	58.00%	0.70%	142,593	133,326	(9,267)
	Hillsboro		23,577.80	20.34%	24.60%	4,819,657	4,705,879	(113,778)
	Sherwood		4,863.20	4.20%	5.07%	1,012,774	970,643	(42,131)
	Tigard-Tualatin		14,210.00	12.26%	14.83%	2,988,935	2,836,165	(152,770)
	Total		95,833.8	82.67%	100.00%	\$20,088,925	\$19,127,410	\$(961,515)
TOTAL			115,915.8	100.00%		\$24,309,816	\$23,135,563	\$(1,174,253)

## CORE SERVICES

	2008-2009 Total Cost		2008-09 Total Cost
<b>Technology</b>	\$2,863,252	<b>County Allocations:</b>	
<b>Special Education</b>	1,154,547		
<b>School Improvement</b>	988,097		
<b>Service Centers</b>	667,289		
<b>Miscellaneous Core</b>			
Courier	\$140,518	Clatsop	\$230,060
Home School	23,925	Columbia	283,909
Superintendent Activities	6,400	Tillamook	198,517
Emergency Closure	5,662	Washington	1,519,545
Eduportal (Base Level)	-	<b>Total County Allocations</b>	<b>\$2,232,031</b>
County Allocations	2,232,031		
<b>Total CORE Services</b>	<b>\$8,081,721</b>		

## EXPENDITURES BY DISTRICT

## Clatsop County

## Columbia County

	Astoria	Jewell	Knappa	Seaside	Warrenton-Hammond	Clatskanie	Rainier	Scappoose	St. Helens	Vernonia
<b>ADMINISTRATION &amp; BOARD SERVICES</b>										
Truancy Enforcement	\$1,890			\$3,564			\$1,674	\$2,160	\$23,922	
Other	\$28	\$42			\$98				\$42	\$28
<b>SPECIAL STUDENT SERVICES</b>										
504/Itinerant Services	\$660								\$140	
Audiology Services									\$158	
Aug. Communication/Assistive Tech.	\$4,176		\$1,200	\$4,560	\$1,248	\$944	\$1,296	\$656	\$845	
Autism Services	\$115							\$115	\$36,420	
Cascade Academy										
DHH Classrooms: Groner										
DHH Classroom: Hillsboro H.S.										
DHH Classroom: J.B.Thomas										
DHH Staffing Services							\$40,914	\$34	\$85	
EI/ECSE Evaluations	\$14,543	\$899	\$3,786	\$19,210	\$12,611	\$9,377	\$6,110	\$15,227		\$3,749
Educational Assistants				\$7,775	\$2,890				\$244,906	
Lifeworks Day Treatment Programs										\$34,787
Levi Anderson Learning Center										
Misc. Special Ed Services	\$606		\$626	\$600	\$150	\$525	\$421	\$2,827		\$20,253
Multiphasic Exams:Tillamook										
Nursing Services										
Occupational Therapists & Assist.		\$962	\$6,708	\$47,656		\$17,474	\$13,431	\$32,603	\$61,863	\$2,674
P.A.C.E Program										
Pacific Academy										
Physical Therapists & Asst.	\$15,885	\$104	\$3,177	\$14,297	\$11,120	\$2,080	\$3,640	\$11,914	\$15,885	\$4,010
REACH Program								\$29,478		
School Psychologists	\$92,868	\$18,574	\$885	\$92,868	\$74,721	\$37,151	\$46,434	\$92,868	\$185,736	\$37,147
Speech/Language Services	\$234,861	\$5,856		\$158,332	\$89,156		\$96,529			\$55,383
Teacher: ED/DD									\$82,504	
Transportation								\$12,881		
<b>INSTRUCTIONAL SERVICES</b>										
CAPITAL Center High School										
Cascade Education Corps										
GED Testing Services										
Mastery in Motion	\$3,431			\$2,797			\$1,294		\$6,080	\$1,232
NW Outdoor Science School		\$2,448		\$13,365					\$44,437	
Terra Nova High School										
Tillamook Education Consortium										
Other		\$4,972	\$50	\$50		\$1,162	\$1,249	\$85,865	\$3,905	\$867
Workshops	\$678	\$89	\$50	\$2,935	\$8,930	\$48	\$8,215	\$1,080	\$5,007	\$187
<b>TECHNOLOGY SERVICES</b>										
Destiny (Library/Textbook Mgmt.)	\$7,232	\$677	\$2,102		\$3,548	\$3,626	\$4,712			\$2,523
Infinite Visions (Fiscal Software)		\$9,970	\$10,409	\$11,990	\$9,970	\$10,030	\$8,085	\$12,945	\$60	
SmartFinder Express (Sub. Mgmt.)			\$1,735	\$5,483		\$2,063		\$5,873		\$1,931
Student Information Systems						\$29,000				
Technology Support	\$3,850	\$2,294	\$1,038	\$3,725	\$1,100		\$34	\$188,867	\$2,200	\$22,810
Testing & Assessment Scoring			\$256			\$653	\$16,541		\$4,808	\$189
<b>OTHER SERVICES</b>										
Background Checks	\$4,927	\$52		\$195	\$1,346			\$2,067		
Financial Services		\$20,000								\$450
Printing and Graphics	\$8,897	\$150	\$1,853		\$1,706	\$3,734	\$12,033	\$11,219	\$52,887	\$1,992
<b>TOTAL</b>	<b>\$394,648</b>	<b>\$67,088</b>	<b>\$33,875</b>	<b>\$389,401</b>	<b>\$218,594</b>	<b>\$117,866</b>	<b>\$262,611</b>	<b>\$508,679</b>	<b>\$771,889</b>	<b>\$190,212</b>

# EXPENDITURES BY DISTRICT

	Tillamook County					Washington County					
	Neah-Kah-Nie	Nestucca Valley	Tillamook	Banks	Beaverton	Forest Grove	Gaston	Hillsboro	Sherwood	Tigard-Tualatin	TOTALS
<b>ADMINISTRATION &amp; BOARD SERVICES</b>											
Tuancy Enforcement					\$34,992	\$79,920			\$5,913	\$18,846	\$172,881
Other		\$70	\$56	\$28	\$42	\$56	\$28	\$56	\$56	\$70	\$700
<b>SPECIAL STUDENT SERVICES</b>											
504/Itinerant Services					\$2,636	\$431		\$4,072		\$77	\$8,016
Audiology Services	\$660	\$430	\$1,216		\$13,735	\$3,339	\$1,037	\$12,205	\$108	\$10,494	\$43,382
Aug. Communication/Assistive Tech.	\$2,976	\$1,280	\$2,528	\$1,984		\$4,992		\$132,600	\$848	\$13,856	\$175,989
Autism Services			\$443		\$900	\$92		\$460	\$384		\$38,928
Cascade Academy					\$582,160	\$43,056	\$12,358	\$553,052		\$29,108	\$1,219,734
DHH Classrooms: Groner					\$154,330			\$277,794	\$30,866		\$462,990
DHH Classroom: Hillsboro H.S.					\$154,330			\$246,928	\$30,866	\$30,866	\$462,990
DHH Classroom: J.B.Thomas					\$61,732			\$30,866		\$18,536	\$111,134
DHH Staffing Services	\$17		\$83,814		\$171,877	\$51,465	\$38	\$110,675	\$646	\$115,339	\$574,904
EI/ECSE Evaluations	\$8,587	\$5,127	\$24,148	\$3,603	\$436,997	\$90,594	\$4,932	\$293,297	\$43,369	\$142,473	\$1,138,639
Educational Assistants			\$105			\$269,534		\$181,236		\$295,520	\$1,001,965
Lifeworks Day Treatment Programs				\$104,361	\$214,519	\$88,072		\$376,859	\$104,361	\$141,348	\$1,064,307
Levi Anderson Learning Center					\$869,675	\$69,574		\$208,722	\$69,574	\$55,787	\$1,273,332
Misc. Special Ed Services					\$2,986	\$2,682	\$885	\$4,193	\$260	\$5,860	\$42,874
Multiphasic Exams: Tillamook	\$375	\$375	\$750								\$1,500
Nursing Services				\$25,269			\$1,890		\$173,199	\$682	\$201,039
Occupational Therapists & Asst.	\$15,885	\$3,848	\$34,154	\$32,248			\$975	\$328,571	\$71,666	\$103,664	\$774,382
P.A.C.E Program								\$81,840			\$81,840
Pacific Academy				\$29,149	\$1,195,109	\$29,149	\$15,596	\$262,341		\$29,149	\$1,560,493
Physical Therapists & Asst.	\$15,885	\$2,704	\$24,036	\$8,096			\$2,691	\$98,642	\$56,086		\$290,253
REACH Program					\$58,956			\$206,346			\$294,780
School Psychologists	\$55,721	\$1,937	\$148,589	\$92,868			\$37,147	\$55,721		\$510,774	\$1,582,008
Speech & Language Services	\$93,071	\$92,488	\$19,463	\$166,617	\$6,154	\$1,083	\$54,964	\$246,531	\$166,149	\$343,970	\$1,830,607
Teacher: ED/DD											\$82,504
Transportation											\$12,881
<b>INSTRUCTIONAL SERVICES</b>											
CAPITAL Center High School	\$2,887				\$385,722			\$30,000			\$418,609
Cascade Education Corps										\$27,400	\$27,400
GED Testing Services					\$265	\$39,913		\$7,875			\$48,053
Mastery in Motion	\$1,582		\$4,083	\$2,252			\$497		\$8,875		\$32,123
NW Outdoor Science School				\$18,522	\$14,823	\$32,562	\$9,919	\$136,187	\$40,531	\$82,001	\$394,795
Terra Nova High School					\$496,000						\$496,000
Tillamook Education Consortium	\$15,000	\$15,000	\$15,000								\$45,000
Other	\$842		\$2,292	\$1,303		\$7,030	\$635	\$22,102	\$4,284	\$13,500	\$150,108
Workshops	\$9,462		\$16,535	\$82	\$1,246	\$5,531	\$4,295	\$1,896	\$4,254	\$1,499	\$72,017
<b>TECHNOLOGY SERVICES</b>											
Destiny (Library/Textbook Mgmt.)						\$22,577		\$5,133	\$16,524		\$68,655
Infinite Visions (Fiscal Software)		\$10,030	\$8,930	\$10,959		\$39,239	\$6,551	\$106,088	\$23,406	\$70,679	\$349,340
SmartFinder Express (Sub. Mgmt.)				\$3,361		\$13,616	\$1,637		\$9,297		\$44,994
Student Information Systems											\$29,000
Technology Support	\$3,137	\$1,139	\$5,000	\$632	\$595	\$7,929	\$1,525	\$155,691	\$213	\$163,725	\$565,503
Testing & Assessment Scoring	\$296			\$998	\$26,570	\$5,682		\$19,173	\$4,593	\$8,195	\$87,954
<b>OTHER SERVICES</b>											
Background Checks											\$8,587
Financial Services		\$43,188		\$810		\$384	\$360				\$65,192
Printing and Graphics	\$4,509	\$1,160	\$1,375	\$1,175		\$444		\$336	\$478		\$103,949
<b>TOTAL</b>	<b>\$230,892</b>	<b>\$178,776</b>	<b>\$392,516</b>	<b>\$504,317</b>	<b>\$4,886,351</b>	<b>\$908,944</b>	<b>\$157,960</b>	<b>\$4,197,487</b>	<b>\$866,806</b>	<b>\$2,233,417</b>	<b>\$17,512,329</b>

## ADVISORY COMMITTEES

Advisory committees provide an important link between local school district personnel and ESD program supervisors. Committee members meet throughout the school year to discuss program needs, problem solve, and recommend improvements that will enhance the delivery of services to young children and students throughout the region. These committees continue to be an important resource to the ESD when planning and designing programs and services that are cost-effective and responsive to districts' needs.

### Clatsop County Early Intervention

Anderson, Randy	Parent/OrPTI
Bak, Margaret	Clatsop County
Beck, Alice	Commission on Children
Brouillet, Gary	NWRES
Eterno, Pat	Head Start
Ford, Nancy	NWRES
Horecny, Patsy Lee	CC Health & Human
Leo, Ruby	Warrenton-Astoria HS
Lindstrom, Brandi	Parent
Quackenbush, Jill	Lifeworks NW
Slagg, Erin	Head Start
Wallace, Lisa	Head Start
Whalen, Suzie	Caring Options

### Tillamook County Early Intervention

Armstrong, Helen	NWRES
Buckmaster, Heidi	Neah-Kah-Nie School District
Dwigans, Cecilia	Healthy Start
Ford, Nancy	NWRES
Herdman, Barbara	Tillamook Medical Association
Horton, Tira	DHS - Child Welfare
Huffman, Kathie	Tillamook County Health Dept.
Kennedy, Connie	Nestucca Valley School District
Lusby, Julie	Child & Family Dev. Programs of CAT
McClure, Chris	Child & Family Devel. Programs of CAT
Putman, Marlene	Commission on Children and Families
Pyle, Monica	Child & Family Dev. Programs of CAT
Shearer, Marilyn	Tillamook School District
Walker, Linda	NWRES
Zerngast, Shiela	Tillamook Family Counseling

### Columbia County Early Intervention

Brown, Barbara	Community Action Team
Castle, Phyllis	Head Start, Assistant Director
Catt, Julie (Chair)	Head Start, St. Helens Center
Coleman, Lee	DHS
Crawford, Dawn	Head Start, Rainier Center
Dillard, Diane	Boise-Public Relations
Eagle, Claudia	Kiwanis
Ervin, Joyce	Head Start, Director
Fisher, Earl	Commission on Children & Families
Ford, Nancy	EI/ECSE, Director
Galovich, Lisa	Amani Center
Good, Jim	Columbia Community Mental Health
Goodwin, Anita	CASA
Halberg, Jessica	Womens' Resource Center
Hunsinger, Laura	Community Action Team, Kid Care
Hutson, Diane	OHSU
Johnson, Ken	Community Action
Kamppi, Sunday	Healthy Start Manager
Kelley, Kathy	Head Start, Vernonia
Korpela, Margie	St. Helens High School
Ladd, Karen	Columbia Health District
Malbin, Diane	
Marks, Karyn	OHSU
Migchielsen, Roland	Columbia Community Mental Health
Miller, Aaron	Vernonia School District
Morse, Jen	
Nelson, Danielle	Columbia County Public Health
Norbom, Sally	
Petrauskas, Kathleen	Columbia Community Mental Health
Pilgrim, Celeste	Head Start, Clatskanie Center Manager
Ridenour, Hyla	Co. River fire Dept.
Ruddell, Pam	DHS, Self Sufficiency Program
Samuelson, Rick	St. Helens Library
Smith, Kerri	EI/ECSE, Coordinator
Smith, Margie	Community Action Team, County Manager
Spika Kenna, Jan	Commission on Children & Families
Swanson, Micaela	WIC
Wallin, Peg	Clatskanie School District SLP
Whalen, Suzie	Community Action Team, Caring Options
Wilson, Jim	St Helens Library

### Washington County Early Intervention

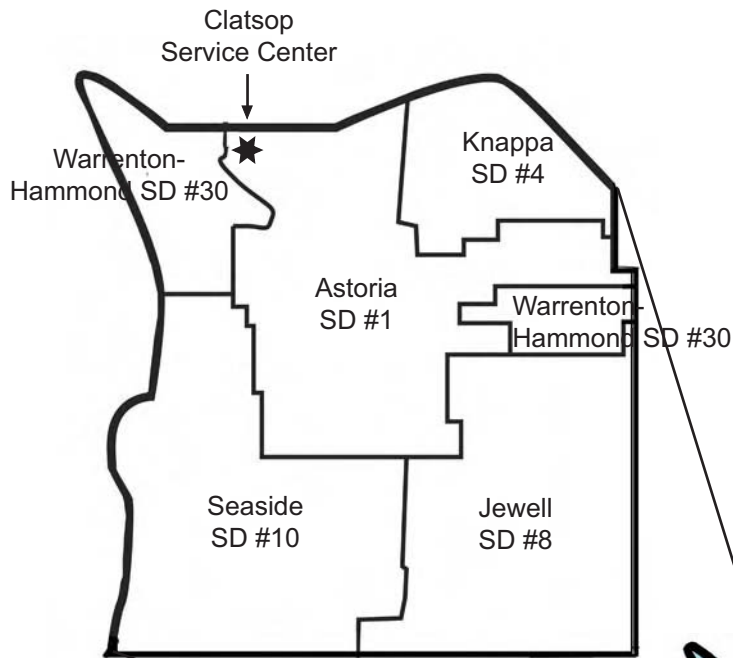
Averill, Deborah	DHS - Self Sufficiency
Ballard-Turner, Wendy	New Parent Network
Bramsman, Diane	Beaverton School District
Coalson, Marianne	Parent 1 - Chair
Ford, Nancy	NWRES Director, EI/ECSE
Foster, Mary	Wash. Co. Department of Human Svcs.
Freund, Peggy	NWRES Coordinator, EI/ECSE
Goldner, Richard	NWRES Related Services Coordinator
Hooge, Holly	Parent 2 - Vice Chair
Kellogg, Lori	NWRES Coordinator, EI/ECSE
Loftus, Theresa	Parent 4
McNee, Dolores	Wash. Co. Head Start
Millage, Charlene	Wash. Co. Department of Human Svcs.
Moore, Carol	NWRES Coordinator, EI/ECSE
Omel, Sue	Wash. Co. Health & Human Services
Shepherd, Karen	NWRES Coordinator, EI/ECSE
Stotz, Diana	Commission on Children and Families and Mental Health
Sunderland, Simone	Parent 3
Wasson, Kendra	NWRES Coordinator, EI/ECSE

Migrant ELL Programs Advisory Committee				
	CLATSOP COUNTY	COLUMBIA COUNTY	TILLAMOOK COUNTY	WASHINGTON COUNTY
Astoria School District	Craig Hoppes Leila Collier			
Jewell School District	Brian Gander Jim Carlile			
Knappa School District	Jim Carlile Chris Gremar			
Seaside School District	Doug Dougherty Sande Brown			
Warrenton-Hammond	Craig Brewington Ann Brown			
Clatskanie School District		Ed Serra Jeff Baugham		
Rainier School District		Michael Carter Paul Coakley, Jr. Brad Ramey		
Scappoose School District		Paul Peterson Mike Judah Molly Nordwall		
St. Helens School District		Patricia Adams Judy Valpiani Frances Clason Tricia Walker Joanna Rau		
Vernonia School District		Ken Cox Aaron Miller		
Neah-Kah-Nie School District			Jay Kosik	
Nestucca Valley School District			Connie Kenneday Nick Gelberd	
Tillamook School District			Randy Schild Julia Kttner	
Banks School District				Jim foster Shelley Mitchell Scott Ryan
Gaston School District				David Beasely Patty Leshar
Sherwood School District				Dan Jamison Melissa Goff
Tigard-Tualatin School District				Rob Saxton Petrea Hagen- Gilden

Technology Advisory Committee				
	TECHNOLOGY	MIS: FINANCE SERVICES	MIS: STUDENT SERVICES	CURRICULUM & INSTRUCTION
Astoria School District	Scott Holmstead	Louise Kallstrom	Tammi Arnold	Craig Hoppes
Jewell School District	Joan Harding	Jennifer Brandon	Allyce Chronister	Debra Brooks
Knappa School District	Tim Vandergrift	Nikki Fowler	Nikki Fowler	Jim Carlile
Seaside School District	Don Mespelt	Crickette Lovejoy Justine Hil	Don Mespelt	Rosemary Riddock
Warrenton-Hammond	Jayson Holmstead	Mike Moha	Annette Johnson Cheryl Jannusch	Craig Brewington Janice Schock
Clatskanie School District	Lary Cook	Janine Salsbury	Beth Greg	Yolanda Brackman
Rainier School District	Larry Cook	Elisabeth Guisinger	Lisa Skeans Erin Knox	Brad Ramey Paul Coakley
Scappoose School District	Bill Jenson	Mary Crum	Jami Schmid	Sue Hays
St. Helens School District	Ed Leader	Terri Burns	Donna Rethati	Lisa Rawlings
Vernonia School District	Glenda DeLemos	Dawn Plews	Kathi Fetch	Ken Cox
Neah-Kah-Nie School District	Mohammad Kahn	Mark Sybouts	Kathie Sellars	Jay Kosik Jim Severson
Nestucca Valley	Gene Martin	Mike Schofield	Lisa Macia	Randy Wharton
Tillamook School District	Chas Sundling	Shannon Farrier	Gail Levesque Linda Kjemperud	Julia Kettner Jennifer Guarcello
Banks School District	Gary Hartman	Simon Levear	Gary Hartman	Mark Everett
Beaverton School District	Bruce Ruprecht	Joanne Ossanna	Sherry Miller	Gary Sehorn
Forest Grove School District	Brian Hawkins	Darrin Davidson	Debbie Thrush	Jennifer Frentress
Gaston School District	Scott Catino	Marie DuRette	Scott Catino Rita De Groen	Mike Durbin Lani Arakaki-Schadt
Hillsboro School District	Jon Goucher	Jim Harrington	Debra Giles-Murtha	Kathi Robinson
Sherwood School District	Traci Sutherland	Cyndi Turner	Debbie Hatfield	Melissa Goff
Tigard-Tualatin	Susan James	Bonnie Maplethorpe	Susan James	Dan Goldman

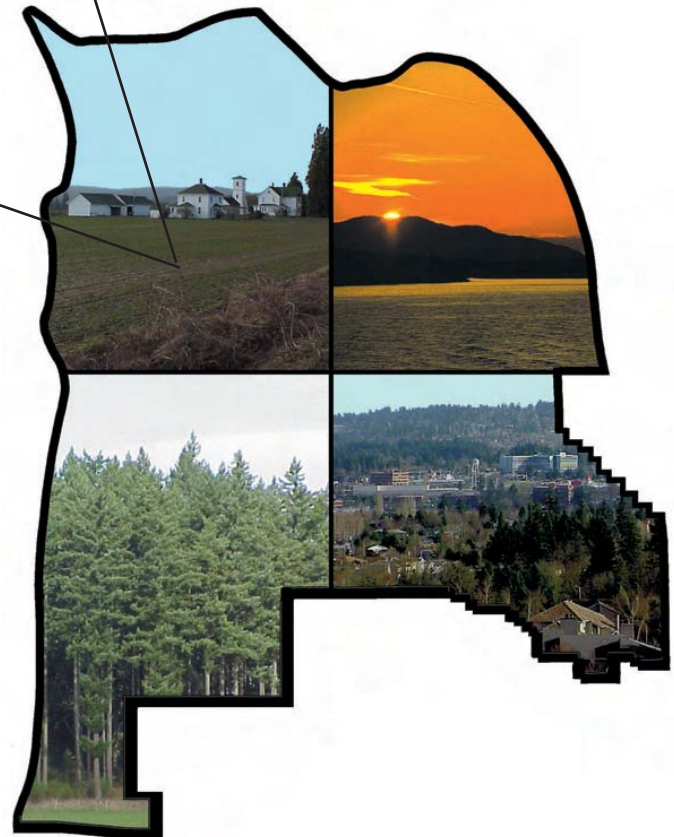
# Northwest Regional ESD Clatsop Service Center

3194 Marine Drive • Astoria, OR 97103 • Phone: 503-325-2862 • Fax: 503-325-1297  
Gary Brouillet, Service Center Administrator



## Serving the School Districts of Clatsop County:

- Astoria SD #1
- Jewell SD #8
- Knappa SD #4
- Seaside SD #10
- Warrenton-Hammond SD #30



# ASTORIA SCHOOL DISTRICT

Craig Hoppes, Superintendent  
78 Alameda Ave. • Astoria, OR 97103  
Phone: 503-325-6441 • Fax: 503-325-6524



[www.astoria.k12.or.us](http://www.astoria.k12.or.us)

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 56      Evaluations completed: 22
- Related Services  
A total of 79 students were served in these areas:  
Autism: 64      Hearing & Audiology: 6  
Orthopedics: 6      Vision: 3

### INSTRUCTIONAL SERVICES

- School Improvement Services: 5 staff members from the Astoria School District participated in NWRES school improvement services. In addition, 14 county-wide trainings were held with 109 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.
- Title VII Indian Education Program  
13 American Indian and/or Alaska Native students served (as identified by Federal guidelines)

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 7
- Multimedia Services  
Multimedia Bookings: 229  
Streamings (Discovery and Learn360): 1,632

### OTHER SERVICES

- Home Schooling  
62 registered students
- Printing Services  
111,985 impressions completed for 40 projects
- Truancy Enforcement: 18 contacts

# Astoria School District

## ER E RE ON

Speech Language Pathologists .....	\$234,861.00
School Psychologists .....	\$92,868.00
Physical Therapists/Licensed PT Assistants .....	\$15,885.40
Early Intervention/Early Childhood Evaluations .....	\$14,543.00
Augmentative Communication/Assistive Tech .....	\$3,200.00

Mastery in Motion .....	\$3,431.25
Workshops .....	\$499.00

Destiny: Library/Textbook Management System .....	\$7,231.68
Router Configuration and Support .....	\$3,300.00
District Proxy .....	\$550.00

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Printing & Graphics .....	\$8,661.04
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38 3 3

## ON ER E R E

Truancy Enforcement .....	\$1,890.00
OSBA Dinner .....	\$28.00

Background Checks .....	\$4,927.00
Augmentative Communication/Assistive Tech .....	\$976.00
Vision Teachers (504/Itinerant Services) .....	\$660.00
OIS Restraint Training .....	\$450.00
Equipment Rental .....	\$156.20
Autism Spectrum Disorder Books .....	\$115.00

Workshops .....	\$178.88
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Printing & Graphics .....	\$209.60
Laminating .....	\$26.65

61 33

### CORE SERVICES

- Provided to all districts through the Local Service Plan -

Special Education Administration | School Improvement | Professional Development | Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

# JEWELL SCHOOL DISTRICT

Brian Gander, Superintendent  
83874 Hwy. 103 • Seaside, OR 97138  
Phone: 503-755-2451 • Fax: 503-755-0616  
[www.jewell.k12.or.us](http://www.jewell.k12.or.us)



## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)

Children served: 1

Evaluations completed: 1

- Related Services

A total of 5 students were served in these areas:

Autism: 5

Hearing & Audiology: 0

Orthopedics: 0

Vision: 0

### INSTRUCTIONAL SERVICES

- Northwest Outdoor Science School  
12 students participated
- School Improvement Services: 81 staff members from the Jewell School District participated in 10 NWRES school improvement services. In addition, 14 county-wide trainings were held with 109 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 73
- Multimedia Services  
Multimedia Bookings: 31  
Streamings (Discovery and Learn360): 240  
Video Duplications: 64

### OTHER SERVICES

- Home Schooling: 7 students registered
- Printing Services  
325 impressions completed for 1 project
- Truancy Enforcement: 1 contact

**ER E RE ON**

School Psychologists..... \$18,573.60  
Speech Language Pathologist..... \$5,856.00  
Occupational Therapist..... \$962.00

Special Education Prof. Development Specialist..... \$4,971.70  
Northwest Outdoor Science School ..... \$2,448.00

Infinite Visions: Fiscal Management Software..... \$9,970.00  
Lan/Domain Support ..... \$360.00  
W-2/1099 Form ..... \$21.22

O Financial Services..... \$20,000.00  
  
63 162 2

**ON ER E R E**

OSBA Dinner Billing ..... \$42.00

Early Intervention/Early Childhood Evaluations ..... \$899.00  
Physical Therapists/Licensed PT Assistants..... \$104.00

Workshops ..... \$89.00

District email Charges ..... \$937.50  
Destiny: Library/Textbook Management System..... \$677.32  
District Proxy Charges ..... \$550.00  
Installed Sophos Antivirus..... \$425.00

O Printing and Graphics..... \$149.79  
Background Checks..... \$52.00  
  
3 2 61

**CORE SERVICES**

- Provided to all districts through the Local Service Plan -

Special Education Administration | School Improvement | Professional Development| Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

# KNAPPA SCHOOL DISTRICT

Jim Carlile, Superintendent  
41535 Old Hwy. 30 • Astoria, OR 97103  
Phone: 503-458-6166 • Fax: 503-458-5466



[www.knappa.k12.or.us](http://www.knappa.k12.or.us)

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 8      Evaluations completed: 6
- Related Services  
A total of 14 students were served in these areas:  
Autism: 12      Hearing & Audiology: 1  
Orthopedics: 1      Vision: 0

### INSTRUCTIONAL SERVICES

- School Improvement Services: 118 staff members from the Knappa School District participated in 15 NWRES school improvement services. In addition, 14 county-wide trainings were held with 109 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.
- Title VII Indian Education Program  
12 American Indian and/or Alaska Native students served (as identified by Federal guidelines)

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 70
- Multimedia Services  
Multimedia Bookings: 12  
Streamings (Discovery and Learn360): 793
- Testing & Assessment Scoring  
NNAT tests scored: 33

### OTHER SERVICES

- Home Schooling  
Students registered: 8
- Printing Services  
21,630 impressions completed for 9 projects
- Truancy Enforcement: 6 contacts

## SERVICE CREDIT UTILIZATION

### Special Student Services

Early Intervention/Early Childhood Evaluations .....	\$3,786.00
Physical Therapists/Licensed PT Assistants.....	\$3,177.08
Assistive Technology Specialist .....	\$1,200.00
School Psychologist .....	\$884.50

### Technology Services

Infinite Visions: Fiscal Management Software System.....	\$10,408.75
Destiny: Library/Textbook Management System.....	\$2,102.17
SmartFinder Express: Substitute Management System.....	\$1,734.60
District Level Proxy/Filter Configuration .....	\$550.00
Email Hosting.....	\$450.00
Testing & Assessment Scoring (Naglieri) .....	\$256.41
W-2/1099 Forms.....	\$38.17

Total credits used..... \$24,587.68

## CONTRACTED SERVICES

### Special Student Services

Occupational Therapists & Certified Occupational Therapists Assistants .....	\$6,708.00
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Total contracted services..... \$6,708.00

## ADDITIONAL SERVICES PURCHASED

### Special Student Services

OIS Restraint Training.....	\$350.00
Equipment Rental .....	\$176.40
IEP Process .....	\$100.00

### Instructional Services

Workshops .....	\$100.00
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### Other Services

Printing & Graphics.....	\$1,853.22
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Total additional services purchased ..... \$2,579.62

## CORE SERVICES

- Provided to all districts through the Local Service Plan -

Special Education Administration | School Improvement | Professional Development | Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

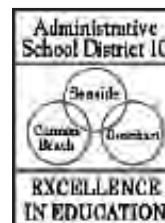
# SEASIDE SCHOOL DISTRICT

Doug Dougherty, Superintendent

1801 S. Franklin St. • Seaside, OR 97138

Phone: 503-738-5591 • Fax: 503-738-3471

[www.seaside.k12.or.us](http://www.seaside.k12.or.us)



## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 49 Evaluations completed: 32

- Related Services

A total of 54 students were served in these areas:

Autism: 42

Hearing & Audiology: 7

Orthopedics: 2

Vision: 3

### INSTRUCTIONAL SERVICES

- Northwest Outdoor Science School  
100 students participated
- School Improvement Services: 216 staff members from the Seaside School District participated in 22 NWRES school improvement services. In addition, 14 county-wide trainings were held with 109 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 24
- Multimedia Services  
Multimedia Bookings: 175  
Streamings (Discovery and Learn360): 238

### OTHER SERVICES

- Home Schooling: 33 students registered
- Truancy Enforcement: 35 contacts

## SERVICE CREDIT UTILIZATION

<b>Administration and Board Services</b>	
Truancy Enforcement .....	\$3,564.00
<b>Special Student Services</b>	
Speech Language Pathologists .....	\$158,332.25
School Psychologists .....	\$92,868.00
Occupational Therapist .....	\$47,656.20
Physical Therapist .....	\$14,296.86
Early Intervention/Early Childhood Evaluations .....	\$14,000.00
Educational Assistants .....	\$7,774.80
Augmentative Communication/Assistive Technology .....	\$4,560.00
<b>Instructional Services</b>	
Mastery in Motion .....	\$2,796.75
<b>Technology Services</b>	
Infinite Visions: Fiscal Management Software .....	\$11,990.00
SmartFinder Express: Substitute Management System	82 2
Router Configuration and Support	2 0 00
District Level Proxy/Filter Configuration	0 00
Total credits used.....	\$366,621.38

## ADDITIONAL SERVICES PURCHASED

<b>Special Student Services</b>	
E E E	2 0 00
E	200 00
S R	200 00
W	200 00
<b>Instructional Services</b>	
N S S	00
W	2 98
<b>Technology Services</b>	
S	2 00
<b>Other Services</b>	
	9 00
Total additional services purchased .....	\$22,779.76

## CORE SERVICES

- Provided to all districts through the Local Service Plan -

Special Education Administration | School Improvement | Professional Development| Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

# WARRENTON-HAMMOND SCHOOL DISTRICT

Craig Brewington, Superintendent  
820 SW Cedar Street • Warrenton, OR 97146  
Phone: 503-861-2281 • Fax: 503-861-2911



2

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 41                      Evaluations completed: 22
- Related Services  
A total of 29 students were served in these areas:  
Autism: 25                      Hearing & Audiology: 1  
Orthopedics: 2                      Vision: 1

### INSTRUCTIONAL SERVICES

- School Improvement Services: 79 staff members from the Warrenton-Hammond School District participated in 10 NWRES school improvement services. In addition, 14 county-wide trainings were held with 109 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 65
- Multimedia Services  
Multimedia Bookings: 129  
Streamings (Discovery and Learn360): 471

### OTHER SERVICES

- Home Schooling: 25 students registered
- Printing Services: 23,650 impressions were completed for 10 projects
- Truancy Enforcement: 31 contacts

**SERVICE CREDIT UTILIZATION**

<b>Special Student Services</b>				
S				89 00
S				29 0
				9 8
E	E	E		90 00
	S			2 8 00
<b>Technology Services</b>				
Infinite Visions: Fiscal Management Software				9 9 0 00
Router Configuration and Support				00 00
<b>Total credits used.....</b>				<b>\$188,792.18</b>

**ADDITIONAL SERVICES PURCHASED**

<b>Administration and Board Services</b>				
S	D			98 00
<b>Special Student Services</b>				
E	E	E		0 0 00
E				2 889
S				2 00
	S	R		0 00
<b>Instructional Services</b>				
W				8 9 0 28
<b>Technology Services</b>				
D		S		
<b>Other Services</b>				
				0
				0
<b>Total additional services purchased .....</b>				<b>\$29,801.51</b>

**CORE SERVICES**

- Provided to all districts through the Local Service Plan -

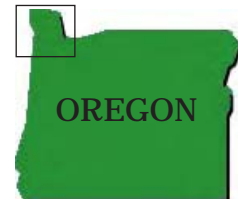
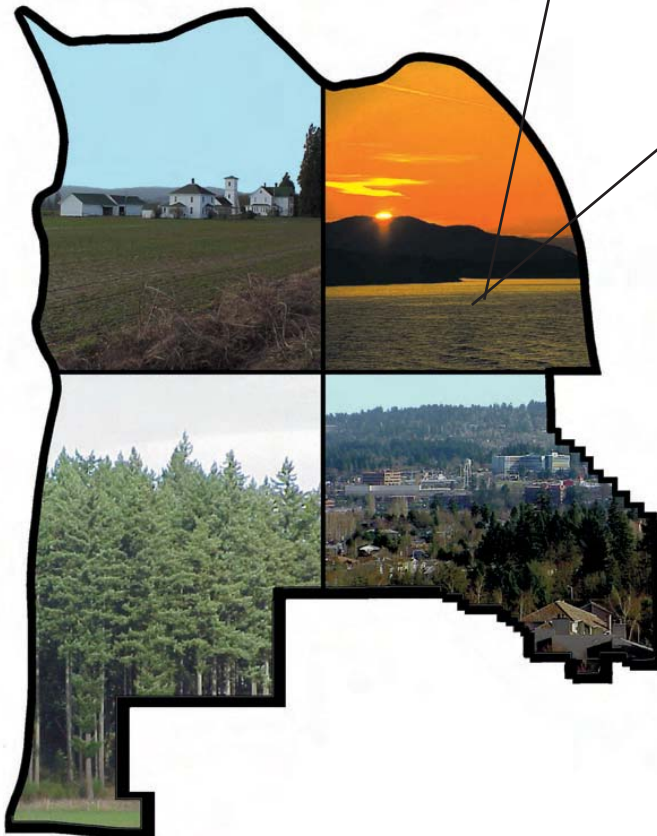
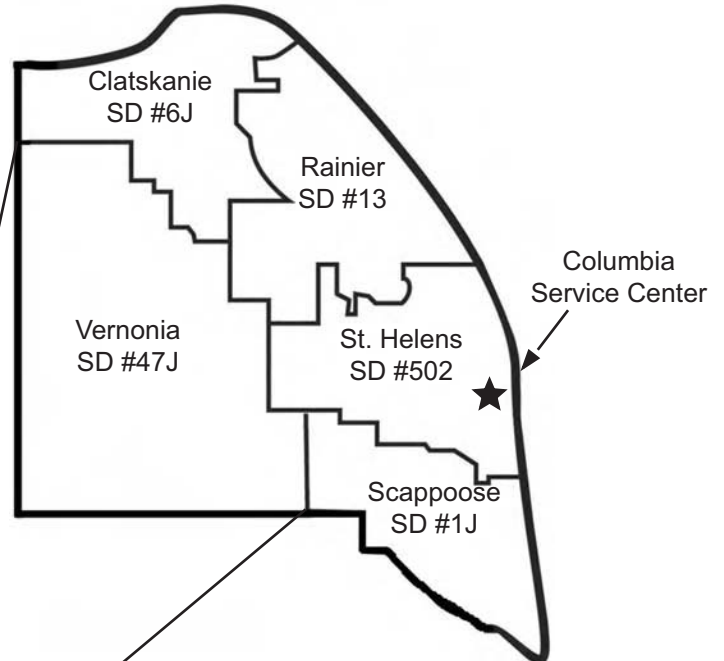
Special Education Administration | School Improvement | Professional Development| Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

# Northwest Regional ESD Columbia Service Center

800 Port Avenue • St. Helens, OR 97051 • Phone: 503-366-4100 • Fax: 503-397-0796  
Laney Coulter, Service Center Administrator

## Serving the School Districts of Columbia County:

- Clatskanie SD #6J
- Rainier SD #13
- Scappoose SD #1J
- St. Helens SD #502
- Vernonia SD #47J



# CLATSKANIE SCHOOL DISTRICT

Ed Serra, Superintendent

555 SW Bryant St. • Clatskanie, OR 97016

Phone: 503-728-0587 • Fax: 503-728-0608

[www.clat6j.k12.or.us](http://www.clat6j.k12.or.us)



## Participation in NWRES D Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 30      Evaluations completed: 14
- Related Services  
A total of 18 students were served in these areas:  
Autism: 11      Hearing & Audiology: 4  
Orthopedics: 2      Vision: 1

### INSTRUCTIONAL SERVICES

- School Improvement Services: 121 staff members from the Clatskanie School District participated in 8 NWRES D school improvement services. In addition, 43 county-wide trainings were held with 491 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 67
- Multimedia Services  
Multimedia Bookings: 172  
Streamings (Discovery and Learn360): 216
- Testing & Assessment Scoring  
CogAT6 tests scored: 54

### OTHER SERVICES

- Home Schooling: 49 students registered
- Printing Services: 60,679 impressions were completed for 17 projects
- Truancy Enforcement: 43 contacts

**ER E RE ON**

School Psychologist .....	\$37,150.84
Occupational Therapist.....	\$17,473.94
Early Intervention/Early Childhood Evaluations .....	\$9,377.00
Physical Therapist .....	\$2,080.00
Assistive Technology Specialist .....	\$944.00
OIS Restraint Training.....	\$524.59

Special Education Professional Development Specialist ..... \$989.00

Student Information Systems .....	\$29,000.00
Infinite Visions: Fiscal Management Software .....	\$10,030.00
Destiny: Library/Textbook Management System.....	\$3,626.14
SmartFinder Express: Substitute Management System.....	\$2,062.89
Testing & Assessment Scoring .....	\$653.19

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Printing & Graphics..... \$3,734.29

11 64 88

**ON ER E R E**

Workshops ..... \$220.50

22

**CORE SERVICES**

- Provided to all districts through the Local Service Plan -

Special Education Administration | School Improvement | Professional Development| Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

# RAINIER SCHOOL DISTRICT

Michael Carter, Superintendent  
28168 Old Rainier Rd. • Rainier, OR 97048  
Phone: 503-556-3777 • Fax: 503-556-3778



[www.rainier.k12.or.us](http://www.rainier.k12.or.us)

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 14      Evaluations completed: 8
- Related Services  
A total of 20 students were served in these areas:  
Autism: 17      Hearing & Audiology: 0  
Orthopedics: 2      Vision: 1

### INSTRUCTIONAL SERVICES

- School Improvement Services: 159 staff members from the Rainier School District participated in 7 NWRES school improvement services. In addition, 43 county-wide trainings were held with 491 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.
- Title VII Indian Education Program  
14 American Indian and/or Alaska Native students served (as identified by Federal guidelines)

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 86
- Multimedia Services  
Multimedia Bookings: 169  
Streamings (Discovery and Learn360): 1,965
- Testing & Assessment Scoring  
NNAT: 264  
CogAT6: 10

### OTHER SERVICES

- Home Schooling: 78 students registered
- Printing Services: 96,740 impressions were completed for 33 projects
- Truancy Enforcement: 22 contacts

Rainier Jr./Sr. High School  
Rainier Alternative High School • Hudson Park Elementary

## SERVICE CREDIT UTILIZATION

<b>Administration and Board Services</b>	
Truancy Enforcement .....	\$1,674.00
<b>Special Student Services</b>	
Speech Language Pathologist.....	\$96,529.00
School Psychologist .....	\$46,434.00
DHH Staffing (ASL Assistant) .....	\$40,404.00
Occupational Therapist.....	\$13,430.63
Early Intervention/Early Childhood Evaluations .....	\$6,110.00
Physical Therapists/Licensed PT Assistants .....	\$3,640.00
Assistive Technology Specialist .....	\$1,296.00
<b>Instructional Services</b>	
Mastery in Motion.....	\$1,293.75
<b>Technology Services</b>	
Testing and Assessment Scoring (Naglieri).....	\$16,487.94
Infinite Visions: Fiscal Management Software .....	\$8,085.00
<b>Other Services</b>	
Printing & Graphics.....	\$12,032.79
<b>Total credits used.....</b>	<b>\$247,417.11</b>

## ADDITIONAL SERVICES PURCHASED

<b>Special Student Services</b>	
OIS Restraint Training.....	\$395.50
Itinerant Services.....	\$25.50
DHH Staffing (ASL Interpreter).....	\$510.00
<b>Instructional Services</b>	
Special Education Professional Development Specialist .....	\$1,249.00
Workshops .....	\$8,214.76
<b>Technology Services</b>	
Destiny: Library/Textbook Management System.....	\$4,712.33
Testing and Assessment Scoring (CogAT6) .....	\$53.00
Domain Name Purchase .....	\$33.57
<b>Total additional services purchased .....</b>	<b>\$15,193.66</b>

## CORE SERVICES

- Provided to all districts through the Local Service Plan -

Special Education Administration | School Improvement | Professional Development | Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

# SCAPPOOSE SCHOOL DISTRICT

Paul Peterson, Superintendent

33589 SE High School Way • Scappoose, OR 97056

Phone: 503-543-6374 • Fax 503-543-7011



2

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 41                      Evaluations completed: 25
- Behavioral Programs Enrollment  
REACH Program (Quatama Elementary/Hillsboro): 1
- Related Services  
A total of 38 students were served in these areas:  
Autism: 28                      Hearing & Audiology: 5  
Orthopedics: 2                      Vision: 3

### INSTRUCTIONAL SERVICES

- School Improvement Services: 323 staff members from the Scappoose School District participated in 12 NWRES school improvement services. In addition, 43 county-wide trainings were held with 491 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.

### TECHNOLOGY SERVICES

- Multimedia Services  
Multimedia Bookings: 412  
Streamings (Discovery and Learn360): 583

### OTHER SERVICES

- Home Schooling: 91 students registered
- Printing Services: 112,280 impressions were completed for 32 projects
- Truancy Enforcement: 22 contacts

Scappoose High School • Scappoose Middle School • Grant Watts Elementary  
Otto H.H. Petersen Elementary • Sauvie Island Elementary • Warren Elementary



# ST. HELENS SCHOOL DISTRICT



Patricia Adams, Superintendent  
474 N. 16th Street • St. Helens, OR 97051  
Phone: 503-397-3085 • Fax: 503-397-1907

2

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 98      Evaluations completed: 0
- Related Services  
A total of 53 students were served in these areas:  
Autism: 40      Hearing & Audiology: 6  
Orthopedics: 7      Vision: 0

### INSTRUCTIONAL SERVICES

- Northwest Outdoor Science School:  
249 students participated
- School Improvement Services: 141 staff members from the St. Helens School District participated in 13 NWRES school improvement services. In addition, 43 county-wide trainings were held with 491 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.
- Title VII Indian Education Program: 29 American Indian and/or Alaska Native students served (as identified by Federal guidelines)

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 382
- Multimedia Services  
Multimedia Bookings: 641  
Streamings (Discovery and Learn360): 1,554
- Testing & Assessment Scoring  
CogAT6 tests scored: 525

### OTHER SERVICES

- Home Schooling: 123 students registered
- Printing Services: 899,131 impressions were completed for 112 projects
- Truancy Enforcement: 215 contacts

St. Helens High School • St. Helens Middle School • Columbia County Education Campus  
Columbia City School • Columbia River Youth Corps • Columbia City Elementary  
Lewis & Clark Campus • McBride Elementary • Columbia County Education Campus

## 114

# VERNONIA SCHOOL DISTRICT

Ken Cox, Superintendent  
475 Bridge Street • Vernonia, OR 97064  
Phone: 503-429-5891 • Fax: 503-429-7742



2

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 12                      Evaluations completed: 5
- Behavioral Programs Enrollment  
Lifeworks NW Day Treatment Program: 1
- Related Services  
A total of 11 students were served in these areas:  
Autism: 10                      Hearing & Audiology: 1  
Orthopedics: 0                      Vision: 0

### INSTRUCTIONAL SERVICES

- School Improvement Services: 93 staff members from the Vernonia School District participated in 9 NWRES school improvement services. In addition, 43 county-wide trainings were held with 491 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 94
- Multimedia Services  
Multimedia Bookings: 135  
Video Streaming (Discovery and Learn360): 446
- Testing & Assessment Scoring  
NNAT tests scored: 38  
CoGAT6 tests scored: 4

### OTHER SERVICES

- Home Schooling: 45 students registered
- Printing Services: 21,970 impressions were completed for 11 projects
- Truancy Enforcement: 50 contacts

Vernonia High School • Vernonia Middle School • Mist Elementary • Washington Elementary

## SERVICE CREDIT UTILIZATION

### Special Student Services

S						8	00
S							20
		NW			D	8	00
S	E		D			20	00 00
						0	0
E			E		E		9 00
						2	

### Instructional Services

2 2 00

### Technology Services

D	-		S			22	00 00
						9	00
			S		S		89

Total credits used..... \$183,602.27

## ADDITIONAL SERVICES PURCHASED

### Administration and Board Services

S	R		D			28	00
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### Special Student Services

S	R					2	2 9
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### Instructional Services

S	E		D		S	8	00
W						8	00

### Technology Services

D				S		2	2
---	--	--	--	---	--	---	---

### Other Services

99 80

						0	00
2D			S			0	00

Total additional services purchased ..... \$6,609.92

## CORE SERVICES

- Provided to all districts through the Local Service Plan -

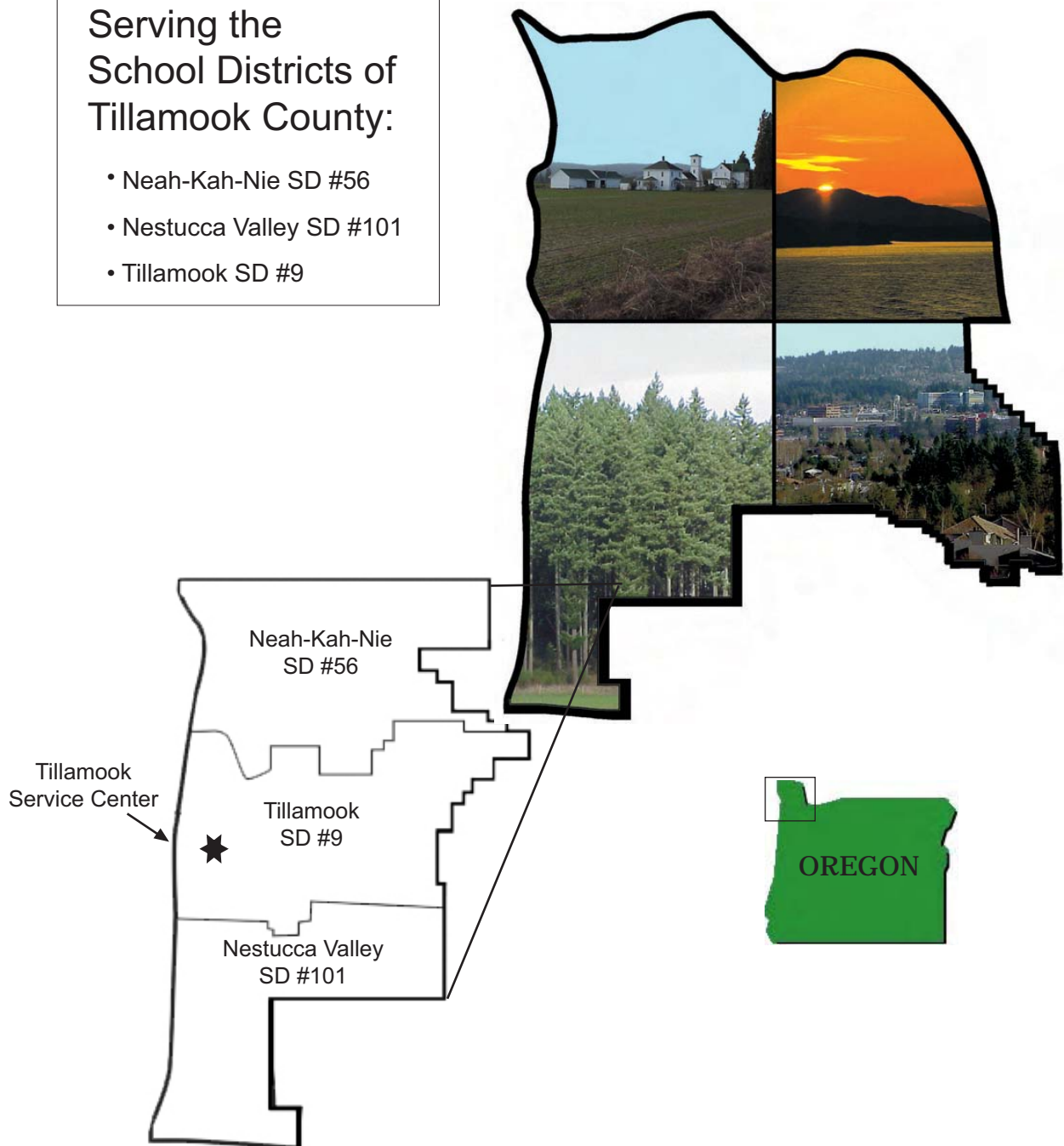
Special Education Administration | School Improvement | Professional Development | Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

# Northwest Regional ESD Tillamook Service Center

2410 5th Street • Tillamook, OR 97141 • Phone: 503-842-8423 • Fax: 503-842-6272  
Helen Armstrong, Service Center Administrator

## Serving the School Districts of Tillamook County:

- Neah-Kah-Nie SD #56
- Nestucca Valley SD #101
- Tillamook SD #9



# NEAH-KAH-NIE SCHOOL DISTRICT

Jay Kosik, Superintendent

504 N. 3rd Avenue • Rockaway Beach, OR 97136

Phone: 503-355-2222 • Fax: 503-355-3434



2

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 28      Evaluations completed: 11
- Related Services  
A total of 25 students were served in these areas:  
Autism: 17      Hearing & Audiology: 4  
Orthopedics: 3      Vision: 1

### INSTRUCTIONAL SERVICES

- Professional/Technical Programs  
Health Occupations I: 1 student enrolled  
Advanced Health Occupations: 2 students enrolled  
Hospitality, Tourism & Recreation Program (HTR):  
1 student enrolled
- School Improvement Services: 26 staff members from the Neah-Kah-Nie School District participated in 7 NWRES school improvement services. In addition, 15 county-wide trainings were held with 140 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.
- Title VII Indian Education Program: 11 American Indian and/or Alaska Native students served (as identified by Federal guidelines)

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 150
- Multimedia Services  
Multimedia Bookings: 88  
Streamings (Discovery and Learn360): 250
- Testing & Assessment Scoring: 59 CogAT6 tests scored

### OTHER SERVICES

- Home Schooling: 23 students registered
- Printing Services: 54,601 impressions were completed for 39 projects
- Truancy Enforcement: 83 contacts

## Neah-Kah-Nie School District

# NESTUCCA VALLEY SCHOOL DISTRICT

Connie Kennedy, Superintendent

36925 Hwy. 101 S. • Cloverdale, OR 97112

Phone: 503-392-4892 • Fax: 503-392-9061



2

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 14      Evaluations completed: 9
- Related Services  
A total of 21 students were served in these areas:  
Autism: 14      Hearing & Audiology: 4  
Orthopedics: 1      Vision: 2

### INSTRUCTIONAL SERVICES

- Professional/Technical Programs  
Health Occupations I: 3 students enrolled  
Advanced Occupations Services: 2 students enrolled  
Hospitality, Tourism & Recreation Program (HTR)  
Students enrolled: 8
- School Improvement Services: 50 staff members from the Nestucca Valley School District participated in 12 NWRES school improvement services. In addition, 15 county-wide trainings were held with 140 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 194
- Multimedia Services  
Multimedia Bookings: 9  
Streamings (Discovery and Learn360): 10,123

### OTHER SERVICES

- Home Schooling: 24 students registered
- Printing Services: 11,370 impressions were completed for 13 projects
- Truancy Enforcement: 14 contacts

## SERVICE CREDIT UTILIZATION

<b>Special Student Services</b>				
S				02 00
E	E	E		2 00
				8 8 00
				2 0 00
S				9
				280 00
				0 00
	E			00
<b>Technology Services</b>				
Financial Services				2 000 00
Infinite Visions: Fiscal Management Software				8 9 0 00
W-2 099				8
<b>Total credits used.....</b>				<b>\$140,736.38</b>

## CONTRACTED SERVICES

<b>Special Student Services</b>				
S				8 00
<b>Total contracted services .....</b>				<b>\$18,461.00</b>

## ADDITIONAL SERVICES PURCHASED

<b>Administration &amp; Board Services</b>				
S	D			0 00
<b>Instructional Services</b>				
	E			000 00
<b>Technology Services</b>				
D				00 00
Infinite Visions: Fiscal Management Software				0 0 00
<b>Other Services</b>				
				9 9
Financial Services				88
<b>Total additional services purchased .....</b>				<b>\$19,578.30</b>

## CORE SERVICES

- Provided to all districts through the Local Service Plan -

Special Education Administration | School Improvement | Professional Development | Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

# TILLAMOOK SCHOOL DISTRICT

Randy Schild, Superintendent  
6825 Officers' Row • Tillamook, OR 97141  
Phone: 503-842-4414 • Fax: 503-842-6854



2

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Children served: 51      Evaluations completed: 35
- Related Services  
A total of 52 students were served in these areas:  
Autism: 30      Hearing & Audiology: 8  
Orthopedics: 9      Vision: 5

### INSTRUCTIONAL SERVICES

- **Professional/Technical Programs**  
Health Occupations I: 11 students enrolled  
Advanced Health Occupations: 2 students enrolled  
Hospitality, Tourism & Recreation Program (HTR)  
Students enrolled: 6
- School Improvement Services: 30 staff members from the Tillamook School District participated in 6 NWRES school improvement services. In addition, 15 county-wide trainings were held with 140 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.
- Title VII Indian Education Program: 12 American Indian and/or Alaska Native students served (as identified by Federal guidelines)

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 276
- Multimedia Services  
Multimedia Bookings: 213  
Streamings (Discovery and Learn360): 1,553

### OTHER SERVICES

- Home Schooling: 58 students registered
- Printing Services: 17,600 impressions were completed for 9 projects

Tillamook High School • Tillamook Options Program • Trask River/TYAC and Camp Tillamook  
Tillamook Jr. High • East Elementary • Liberty Elementary • South Prairie Elementary

## SERVICE CREDIT UTILIZATION

### Special Student Services

S						8	88	80
S	E					9	00	
S								00
E		E		E		2	8	00
						2	0	0
S						9	2	9
						2	28	00
						2	00	
		E						00
	S		D					0
E					E			0
	D					2		0

### Instructional Services

08 2

Total credits used..... \$342,378.37

## ADDITIONAL SERVICES PURCHASED

### Administration & Board Services

S	D							00
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### Special Student Services

S						9	0	
	S		D			29	00	
						8	00	

### Instructional Services

S	E		D		S	2	292	00
	E							000 00
W								

### Technology Services

Infinite Visions: Fiscal Management Software						8	9	0 00
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### Other Services

Financial Services								000 00
								9

Total additional services purchased ..... \$50,081.20

## CORE SERVICES

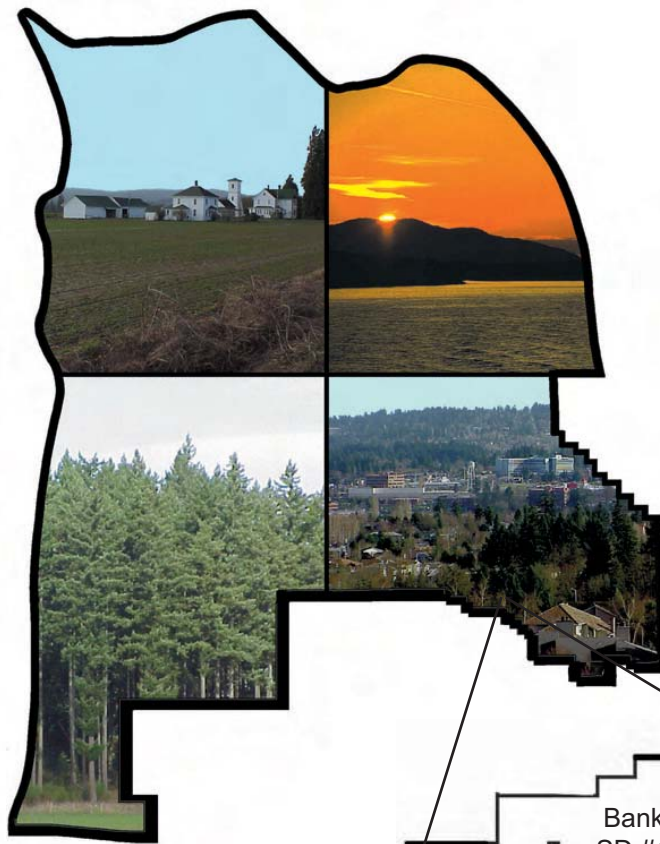
- Provided to all districts through the Local Service Plan -

Special Education Administration | School Improvement | Professional Development | Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

# Northwest Regional ESD

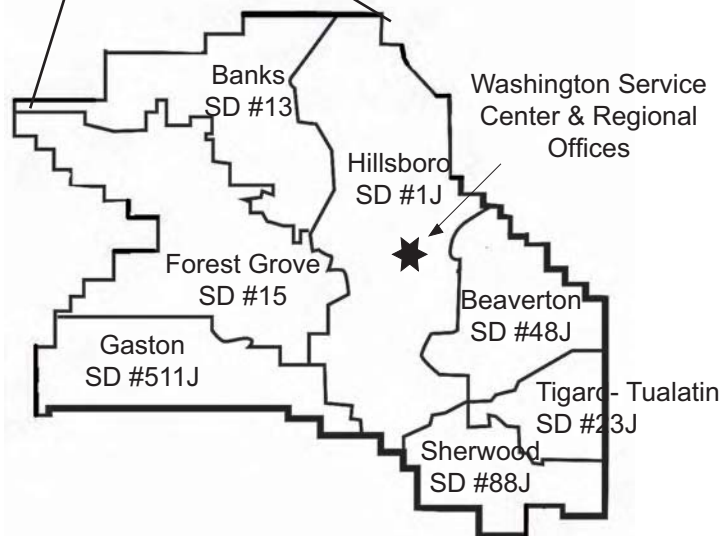
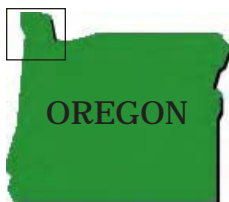
## Washington Service Center/Regional Office

5825 NE Ray Circle • Hillsboro, OR 97124 • Phone: 503-614-1428 • Fax: 503-614-1440  
Jim Mabbott, NWRES D Superintendent



### Serving the School Districts of Washington County:

- Banks SD #13
- Beaverton SD #48J
- Forest Grove SD #15
- Gaston SD #511J
- Hillsboro SD #1J
- Sherwood SD #88J
- Tigard-Tualatin SD #23J



# BANKS SCHOOL DISTRICT

Jim Foster, Superintendent  
450 S. Main Street • Banks, OR 97106  
Phone: 503-324-8591 • Fax: 503-324-6969



2

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Average number of children active in programs each month: 11  
Average number of referrals in process each month: 1
- Behavioral Programs Enrollment  
Lifeworks NW Adolescent Day Treatment Program: 1 | Pacific Academy: 1
- Related Services—A total of 24 students were served in these areas:  
Autism: 20                      Hearing & Audiology: 2  
Orthopedics: 1                      Vision: 1

### INSTRUCTIONAL SERVICES

- Northwest Outdoor Science School  
98 students participated
- School Improvement Services: 9 staff members from the Banks School District participated in 6 NWRES school improvement services. In addition, 27 county-wide trainings were held with 400 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 53
- Multimedia Services  
Multimedia Bookings: 150  
Streamings (Discovery and Learn360): 2,007
- Testing & Assessment:  
CoGAT6 tests scored: 177

### OTHER SERVICES

- Home Schooling: 33 students registered
- Printing Services: 13,755 impressions were completed for 7 projects

## SERVICE CREDIT UTILIZATION

<b>Special Student Services</b>			
S			9 00
S			92 8 8 00
			9 0
			9 2 0
N	S		0 0
			98 00
<b>Technology Services</b>			
W-2/1009 Form			82 08
	S		99 8
District-Level Proxy/Filter Configuration			0 00
<b>Total credits used.....</b>			<b>\$287,523.51</b>

## CONTRACTED SERVICES

<b>Special Student Services</b>			
	NW D		0 00
	Pacific Academy		29 9 00
N	S		20 2 2
	Certified Occupational Therapist		20 0 0
<b>Instructional Services</b>			
			2 2 2 2
<b>Technology Services</b>			
	Infinite Visions: Fiscal Management Software		0 9 8
<b>Total contracted services .....</b>			<b>\$187,014.95</b>

## ADDITIONAL SERVICES PURCHASED

<b>Administration and Board Services</b>			
S	D		28 00
<b>Special Student Services</b>			
E	E	E	0 00
S			8 00
			2 00
			00
<b>Instructional Services</b>			
N	S	S	8 22 00
S	E	D	0 00
W			8 2
<b>Technology Services</b>			
	SmartFinder Express; Substitute Management System		0
<b>Other Services</b>			
			9
	Financial Services		8 0 00
<b>Total additional services purchased .....</b>			<b>\$29,778.41</b>

Banks School District

# BEAVERTON SCHOOL DISTRICT

## Jerome Colonna, Superintendent

16550 SW Merlo Road • Beaverton, OR 97006

Phone: 503-591-8000 • Fax: 503-591-4175



2

## Participation in NWRESD Programs & Services

## SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Average number of children active in programs each month: 556  
Average number of referrals in process each month: 101
- Behavioral Programs Enrollment  
Cascade Academy: 20 | Levi Anderson: 25 | Lifeworks NW Adolescent Day Treatment Program: 4  
Lifeworks NW Young Children's Day Treatment Program: 5 | Pacific Academy: 41  
REACH: 2
- DHH Classroom Enrollment  
Groner Elementary School: 5 | J.B. Thomas Middle School: 2 | Hillsboro High School: 5
- Related Services—A total of 701 students were served in these areas:  
Autism: 557  
Orthopedics: 17  
Hearing & Audiology: 82  
Vision: 45

## INSTRUCTIONAL SERVICES

- Northwest Outdoor Science School: 98 students participated
- Professional/Technical Program Enrollment  
CAPITAL Center High School Technology Institute: 137
- School Improvement Services: 256 staff members from the Beaverton School District participated in 18 NWRES D school improvement services. In addition, 27 county-wide trainings were held with 400 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.
- Title VII Indian Education Program: 115 American Indian and/or Alaska Native students served (as identified by Federal guidelines)

## TECHNOLOGY SERVICES

- Multimedia Services
  - Multimedia Bookings: 4,252
  - Streamings (Discovery and Learn360): 30,944
  - Video Duplications: 366
- Testing & Assessment: 5,814 NNAT tests scored

## OTHER SERVICES

- Home Schooling: 962 students registered
- Truancy Enforcement: 364 contacts

**Elementary Schools:** Aloha-Huber Park • Barnes • Beaver Acres • Bethany • Bonny Slope • Cedar Mill • Chehalum  
Cooper Mt. • Elmonica • Errol Hassel • Findley • Fir Grove • Greenway • Hazeldale • Hiteon • Jacob Wismer  
Kinnaman • McKay • McKinley • Montclair • Nancy Ryles • Oak Hills • Raleigh Hills • Raleigh Park • Ridgewood  
Rock Creek • Scholls Heights • Sexton Mt. • Springville • Terra Linda • Vose • West Tualatin View • Wm. Walker

## SERVICE CREDIT UTILIZATION

Administration & Board Services	
E	992 00
Special Student Services	
Pacific Academy	9 09 00
	8 9 00
	8 00
D	2 9
D S	0 00
D E S	0 00
E E E	2 000 00
D S	2 00
RE	8 9 00
DHH Staffing Services	22 00
Instructional Services	
N S	9 000 00
	8 22 00
Total credits used.....	\$4,237,278.34

## CONTRACTED SERVICES

Special Student Services	
DHH Staffing Services	2 88 9
	22 00
	88 00
Total contracted services .....	\$271,795.49

## ADDITIONAL SERVICES PURCHASED

Administration & Board Services	
S R D	2 00
Special Student Services	
E E E	99 00
DHH Staffing Services	2 00
S S	
0 S	2 2
Audiology (FM Rentals)	8 0 00
E D	00
	2 0
S D S R	900 00
Instructional Services	
NW S S	82 00
W	2 00
ED	2 00
Technology Services	
S N	2 9 98
D D D	9 00
Total additional services purchased .....	\$377,277.39

Beaverton School District

**Middle Schools:** Cedar Park • Conestoga • Five Oaks • Highland Park • Meadow Park  
Mountain View • Stoller • Whitford

**High Schools:** Aloha • Arts & Communication Magnet Academy • Beaverton • International School  
Merlo Station • Southridge • Sunset • Westview • ESL Bilingual/Migrant Welcome Center

# FOREST GROVE SCHOOL DISTRICT

**Yvonne Curtis, Superintendent**

1728 Main Street • Forest Grove, OR 97116

Phone: 503-3357-6171 • Fax: 503-359-2520



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## Participation in NWRESD Programs & Services

## SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Average number of children active in programs each month: 110  
Average number of referrals in process each month: 21
- Behavioral Programs enrollment  
Cascade Academy: 1 | Levi Anderson: 2 | Pacific Academy: 1  
Lifeworks NW Young Children's Day Treatment Program: 1  
Lifeworks NW Adolescent Day Treatment Program: 1
- Related Services—A total of 126 students were served in these areas:  
Autism: 71  
Orthopedics: 17  
Hearing & Audiology: 20  
Vision: 18

## INSTRUCTIONAL SERVICES

- Northwest Outdoor Science School: 472 students participated
- School Improvement Services: 217 staff members from the Forest Grove School District participated in 15 NWRES D school improvement services. In addition, 27 county-wide trainings were held with 400 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.
- Title VII Indian Education Program: 22 American Indian and/or Alaska Native students served (as identified by Federal guidelines)

## TECHNOLOGY SERVICES

- eSIS Support Contacts: 33
- Multimedia Services
  - Multimedia Bookings: 651
  - Streamings (Discovery and Learn360): 3,561
- Testing & Assessment
  - NNAT tests scored: 891

## OTHER SERVICES

- Home Schooling: 154 students registered
- Printing Services: 3,000 impressions were completed for 1 project
- Truancy Enforcement: 766 contacts

## SERVICE CREDIT UTILIZATION

NWRES D  
2008-09 52

### Administration and Board Services

E

9 920 00

### Special Student Services

E

2 9 00

E

E

E

90 9 00

NW D

88 0 82

9 00

DHH Staffing Services

9 00

0

Pacific Academy

29 9 00

992 00

9 00

S

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082

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2 0 00

9 0

### Instructional Services

ED

9 9

N

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2 2 00

S

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D

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0 0 00

### Technology Services

Infinite Visions: Fiscal Management Software

9 2 9 00

D

S

22 8

SmartFinder Express: Substitute Management System

00

S

N

82

W-2/1099 Forms

2

Total credits used..... \$891,912.23

## ADDITIONAL SERVICES PURCHASED

### Administration & Board Services

S D

00

### Special Student Services

E

98

8 00

0

S

0 0

E

R

288 20

DHH Staffing Services

8 00

### Instructional Services

W

0

### Technology Services

W

E

200

00

W

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0 02

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N

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0

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2 0 00

### Other Services

Financial Services

8 82

00

Total additional services purchased ..... \$17,031.73

Forest Grove High School • Neil Armstrong Middle School  
Tom McCall Upper Elementary • Cornelius Elementary • Dilley Elementary  
Echo Shaw Elementary • Fern Hill Elementary • Gales Creek Elementary  
Harvey Clarke Elementary • Joseph Gale Elementary • Forest Grove Community School

Forest Grove School District

# GASTON SCHOOL DISTRICT

**David Beasley, Superintendent**

300 Park Street • Gaston, OR 97119  
Phone: 503-985-0210 • Fax: 503-985-3366



2

## Participation in NWRESD Programs & Services

## SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Average number of children active in programs each month: 8  
Average number of referrals in process each month: 1
- Behavioral Programs enrollment  
Cascade Academy: 1 | Pacific Academy: 2
- Related Services—A total of 5 students were served in these areas:  
Autism: 2                      Hearing & Audiology: 1  
Orthopedics: 1                Vision: 1

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INSTRUCTIONAL SERVICES

- Northwest Outdoor Science School: 61 students participated
- School Improvement Services: 118 staff members from the Gaston School District participated in 14 NWRES D school improvement services. In addition, 27 county-wide trainings were held with 400 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.

## TECHNOLOGY SERVICES

- eSIS Support Contacts: 127
- Multimedia Services
  - Multimedia Bookings: 210
  - Streamings (Discovery and Learn360): 1,837

## OTHER SERVICES

- Home Schooling: 27 students registered
- Truancy Enforcement: 28 contacts

**ER E RE ON**

School Psychologist .....	\$37,147.20
Speech Language Pathologist.....	\$36,689.09
Pacific Academy .....	\$15,595.95
Cascade Academy.....	\$12,358.00
EI/ECSE Evaluations .....	\$4,932.00
Physical Therapist .....	\$2,691.00
Registered Nurse .....	\$1,890.00
Occupational Therapist.....	\$975.00
Audiometrists and Audiologists .....	\$387.00
Equipment: FM Rentals.....	\$200.00
Teacher: DHH Itinerant .....	\$38.25

Workshops .....	\$3,965.00
Special Education Professional Development Specialist .....	\$635.00
Mastery in Motion .....	\$497.25

Infinite Visions: Fiscal Management Software.....	\$6,550.83
SmartFinder Express: Substitute Management System.....	\$1,636.60
Router Configuration and Support .....	\$550.00
District Level Proxy/Filter Configuration .....	\$550.00

O

Financial Services .....	\$360.00
	12 648 1

**ON R E ER E**

Speech Language Pathologist.....	\$18,274.67
NW Outdoor Science School.....	\$9,919.00
	28 1 3 6

**ON ER E R E**

OSBA Regional Dinner Billing.....	\$28.00
Equipment: Missing/Damaged .....	\$585.00
Equipment: FM Rentals.....	\$450.00
OIS Restraint Training.....	\$300.00
Workshops .....	\$330.00
Installed Sophos Antivirus.....	\$425.00
	2 118

**CORE SERVICES**

- Provided to all districts through the Local Service Plan -

Special Education Administration | School Improvement | Professional Development | Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

Mike Scott, Superintendent

3083 NE 49th Place • Hillsboro, OR 97124  
Phone: 503-844-1500 • Fax: 503-844-1540

[www.hsd.k12.or.us](http://www.hsd.k12.or.us)

## Participation in NWRESD Programs & Services

## SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Average number of children active in programs each month: 386  
Average number of referrals in process each month: 68
- Behavioral Programs Enrollment  
Lifeworks NW Child and Adolescent Day Treatment Programs: 7  
Lifeworks NW Young Children's Day Treatment Program: 6  
Cascade Academy: 19 | Levi Anderson: 6 | PACE: 2 | Pacific Academy: 9 | REACH: 6
- DHH Classroom Enrollment  
Groner Elementary School: 9 | J.B. Thomas Middle School: 1 | Hillsboro High School: 8
- Related Services—A total of 395 students were served in these areas:  
Autism: 262  
Orthopedics: 36  
Hearing & Audiology: 67  
Vision: 30

## INSTRUCTIONAL SERVICES

- Professional/Technical Program Enrollment  
CAPITAL Center High School Technology Institute: 51 students
- Northwest Outdoor Science School: 1,374 students participated
- School Improvement Services: 202 staff members from the Hillsboro School District participated in 14 NWRESD school improvement services. In addition, 27 county-wide trainings were held with 400 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.
- Title VII Indian Education Program: 53 American Indian and/or Alaska Native students served (as identified by Federal guidelines)

## TECHNOLOGY SERVICES

- eSIS Support Contacts: 267
- Multimedia Services
  - Multimedia Bookings: 3,323
  - Streamings (Discovery and Learn360): 18,670
- Testing & Assessment
  - CogAT6: 1,607
  - NNAT: 18

## OTHER SERVICES

- Home Schooling: 714 students registered
- Printing Services: 2,156 impressions were completed for 2 projects

Cascade Academy .....	\$553,052.00
Occupational Therapists.....	\$328,571.00
EI/ECSE Evaluations .....	\$293,297.00
Lifeworks Day Treatment Program .....	\$289,891.00
DHH Classrooms: Groner Elementary School .....	\$277,794.00
Pacific Academy .....	\$262,341.00
DHH Classroom: Hillsboro High School .....	\$246,928.00
Speech Language Pathologists.....	\$246,302.25
Levi Anderson Learning Center.....	\$208,722.00
REACH Program .....	\$206,346.00
Educational Assistants .....	\$179,040.60
Assistive Technology Specialists .....	\$132,600.00
DHH Staffing Services.....	\$106,527.00
Physical Therapist .....	\$98,641.80
P.A.C.E. Program.....	\$81,839.80
School Psychologist.....	\$46,433.80
DHH Classroom: J.B. Thomas Middle School.....	\$30,866.00
Audiometrists and Audiologists.....	\$9,304.50
504/Itinerant Services .....	\$2,492.00
Equipment: Missing/Damaged.....	\$1,575.99
Equipment Rental (FM Device).....	\$250.00
Language Interpreter.....	\$119.00
NW Outdoor Science School.....	\$52,834.00
CAPITAL Center High School Technology Program.....	\$30,000.00
Special Education Professional Development Specialist .....	\$21,827.00
Customer Support Specialist .....	\$152,926.00
Infinite Visions: Fiscal Management Software .....	\$106,088.00
Testing & Assessment Scoring (CogAT 5 & 6, Spanish 5 .....	\$19,173.14
3 8 82 88	

**ON R E ER E**

Lifeworks Day Treatment Programs.....	\$86,968.10
School Psychologist.....	\$9,287.00
6 2 1	

**ON ER E R E**

OSBA Dinner Billing.....	\$56.00
DHH Staffing Services.....	\$4,147.50
Equipment Rental (FM Device).....	\$2,650.00
Educational Assistants .....	\$2,195.00
504/Itinerant Services .....	\$1,580.00
Language Interpreter.....	\$1,275.00
Equipment: Missing/Damaged.....	\$1,222.98
Autism Books.....	\$460.00
Speech Language Pathologist .....	\$228.75
NW Outdoor Science School.....	\$83,353.00
GED Testing.....	\$7,875.00
Workshops.....	\$2,171.00
Destiny: Library/Textbook Management System .....	\$5,132.95
Web Intelligence Design .....	\$906.68
O	
Financial Services .....	\$1,858.70
Printing and Graphics .....	\$335.96
11 448 2	

# SHERWOOD SCHOOL DISTRICT

Dan Jamison, Superintendent  
23295 SW Main St. • Sherwood, OR 97140  
Phone: 503-825-5000 • Fax: 503-825-5001



[www.sherwood.k12.or.us/](http://www.sherwood.k12.or.us/)

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Average number of children active in programs each month: 31  
Average number of referrals in process each month: 11
- Behavioral Programs Enrollment  
Lifeworks NW Child and Adolescent Day Treatment Programs: 3 | Levi Anderson: 2
- DHH Classroom Enrollment  
Groner Elementary School: 1 | J.B. Thomas Middle School: 1
- Related Services—A total of 57 students were served in these areas:  
Autism: 38                                      Hearing & Audiology: 8  
Orthopedics: 7                                      Vision: 4

### INSTRUCTIONAL SERVICES

- Northwest Outdoor Science School: 325 students participated
- Professional/Technical Program Enrollment  
CAPITAL Center High School Technology Institute: 1 student
- School Improvement Services: 149 staff members from the Sherwood School District participated in 19 NWRES school improvement services. In addition, 27 county-wide trainings were held with 400 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 316
- Multimedia Services  
DVD/VHS Bookings: 282  
Streamings (Discovery and Learn360): 5,513
- Testing & Assessment:  
CogAT6: 389

### OTHER SERVICES

- Home Schooling: 156 students registered
- Printing Services: 6,000 impressions were completed for 2 projects
- Truancy Enforcement: 50 contacts

Sherwood High School • Laurel Ridge Middle School • Sherwood Middle School  
Archer Glen Elementary • Edy Ridge Elementary • J. Clyde Hopkins Elementary • Middleton Elementary

# Sherwood School District

### ADDITIONAL SERVICES PURCHASED

## CORE SERVICES

Special Education Administration | School Improvement | Professional Development| Reeves Project  
ELL | Tech. Administration Support | eSIS | Help Desk and Site Support | ISDS/Application Support  
Multimedia | Videoconferencing | Courier | Truancy Enforcement (Core to districts under 1,000 ADM)  
Service Center Administration | Superintendent Activities | Emergency Closure Network  
Eduportal (base level) | Home School Registration | County Allocations

# TIGARD-TUALATIN SCHOOL DISTRICT



Rob Saxton, Superintendent

6960 SW Sandburg Road • Tigard, OR 97223

Phone: 503-431-4000 • Fax: 503-431-4047

2

## Participation in NWRES Programs & Services

### SPECIAL STUDENT SERVICES

- Early Intervention/Early Childhood Special Education (EI/ECSE)  
Average number of children active in programs each month: 178  
Average number of referrals in process each month: 31
- Behavioral Programs Enrollment  
Lifeworks NW Child and Adolescent Day Treatment Program: 4  
Cascade Academy: 1 | Levi Anderson: 1 | Pacific Academy: 1
- DHH Classroom Enrollment  
Groner Elementary: 1 | Hillsboro High School: 1
- Related Services—A total of 146 students were served in these areas:  
Autism: 81                                      Hearing & Audiology: 31  
Orthopedics: 18                                      Vision: 16

### INSTRUCTIONAL SERVICES

- Northwest Outdoor Science School: 862 students participated
- School Improvement Services: 134 staff members from the Tigard-Tualatin School District participated in 10 NWRES school improvement services. In addition, 27 county-wide trainings were held with 400 participants. Services represent on-site delivery in the areas of assessment, improvement planning facilitation, data analysis training, literacy, math, PBS, priority standards, effective instructional strategies, administrative support and trainings, consulting with district staff, and coaching activities in classrooms, as well as with administrators.
- Title VII Indian Education Program: 43 American Indian and/or Alaska Native students served (as identified by Federal guidelines)

### TECHNOLOGY SERVICES

- eSIS Support Contacts: 35
- Multimedia Services  
Multimedia Bookings: 1,200  
Streamings (Discovery and Learn360): 11,708
- Testing & Assessment  
NNAT tests scored: 1,095

### OTHER SERVICES

- Home Schooling: 251 students registered
- Truancy Enforcement: 189 contacts

## SERVICE CREDIT UTILIZATION

NWRES D 60  
2008-09

### Administration and Board Services

E 8 8 00

### Special Student Services

S 0 00

S 9 0

E 29 2 0

D 8 00

DHH Staffing Services 0 89

0 20

E E SE E 80 000 00

8 00

D S 0 8 00

Pacific Academy 29 9 00

29 08 00

D E S 8 8

8 00

0 29 00

### Instructional Services

E 2 00 00

S E D S 00 00

### Technology Services

Technology Staffing: Programmer 90 00

D - S 2 98 8

Infinite Visions: Fiscal Management Software 0 8 0

S N 8 9 9

Total credits used..... \$2,078,540.31

## ADDITIONAL SERVICES PURCHASED

### Administration and Board Services

S D 0 00

### Special Student Services

E E SE E 2 00

E R 2 20 00

E D 2 0 9

0

N S 8 2

S 8 00

Equipment Rental: FM Device 200 00

E 8 00

0 S 0

### Instructional Services

NW S S 82 000 0

W 99 00

### Technology Services

W D 0 02

Total additional services purchased ..... \$154,877.00

21<sup>st</sup> Century Academy • Tigard High School • Tualatin High School  
Cordero House • Fowler Middle School • Hazelbrook Middle School  
Twality Middle School • Alberta Rider Elementary • Bridgeport Elementary  
C. F. Tigard Elementary • Deer Creek Elementary • Durham Elementary  
Edward Byrom Elementary • James Templeton Elementary  
Mary Woodward Elementary • Metzger Elementary • Tualatin Elementary

Tigard-Tualatin School District



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503-614-1675 | Toll-free in Oregon 1-888-990-7500, Ext. 1675

**HILLSBORO SCHOOL DISTRICT**  
**December 15, 2009**  
**ADVANCEMENT VIA INDIVIDUAL DETERMINATION REPORT**

**SITUATION**

During the 2008-09 school year, a team of Century High School staff members explored strategies to increase the number of students who participate in advance placement courses. As a result of this exploration, the Century team decided to pursue and requested support for staff training in Advancement Via Individual Determination (AVID). In May the Glencoe High School team joined Century High School in this endeavor. Both high school teams attended a five-day summer training and have implemented the AVID program as a pilot in ninth grade.

AVID is a systematic approach that provides support for students and teachers to ensure that all students, and most especially the least served students who are academically in the middle, will:

- Succeed in rigorous curriculum
- Complete a rigorous college preparatory path
- Enter mainstream activities of the school
- Increase their enrollment in four-year colleges
- Become educated and responsible participants and leaders in a democratic society

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors hear the AVID presentation and ask questions.

# ADVANCEMENT VIA INDIVIDUAL DETERMINATION

[L. avidus]: eager for knowledge



# Purpose

- ❖ To share information about how AVID provides strategies to ensure that ALL students, and most especially the **underserved** students:
  - succeed in rigorous curriculum;
  - complete a rigorous college preparatory path;
  - enter mainstream activities of the school;
  - increase their enrollment in four-year colleges; and
  - become educated and responsible participants and leaders in a democratic society.
- ❖ To share how AVID is currently being applied to freshman at Century and Glencoe

# Hillsboro School District Strategic Plan

- ❖ Build a World Class School System
- ❖ Make sure all students are prepared for college and the work force

# Who is the AVID Student?

Historically **underserved** in four-year colleges and meets one or more of the following criteria

- First to attend college
- Low-income students, students of color, students with disabilities
- Special circumstances

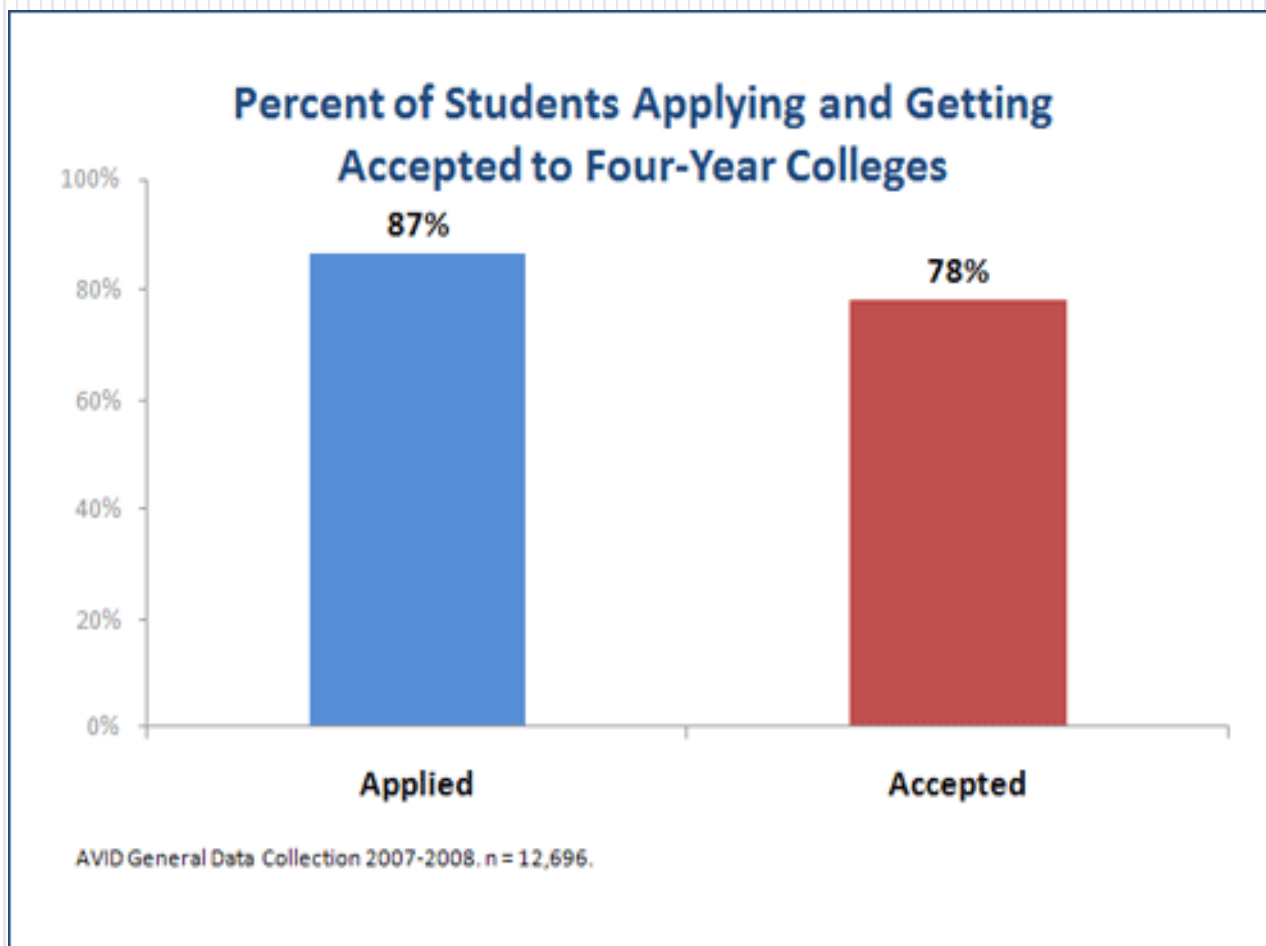
## And Has Academic Potential

- Average test scores
- 2.0 or higher GPA
- College potential with support
- Desire and determination

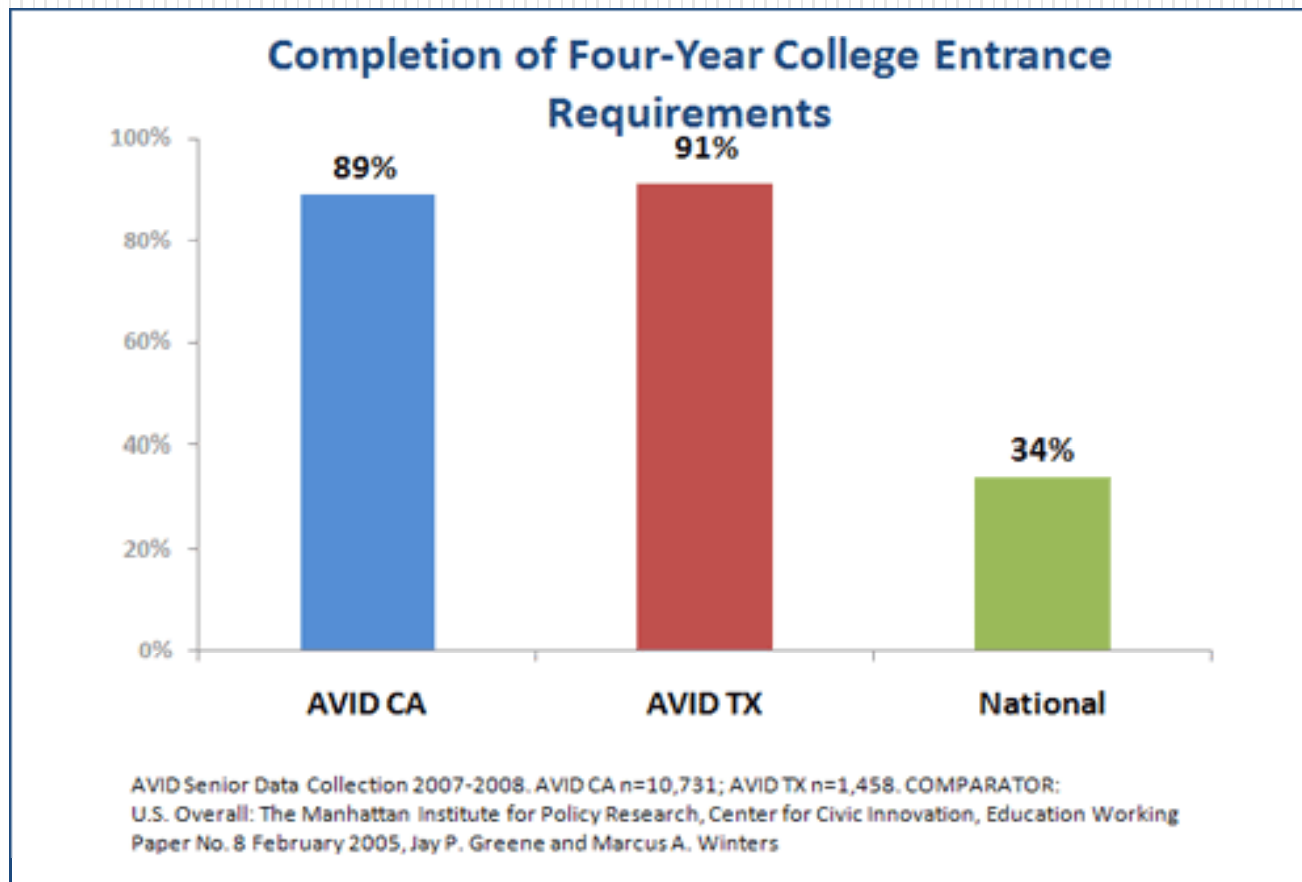
# AVID Strategies That Work

- Places AVID students in academic rigorous curriculum with support to achieve.
- Teacher's role is to advocate for students.
- Students receive tutorial help through college students.
- Students work collaboratively so that they are successful in the most rigorous courses and develop positive peer relationships.
- Study and organizational skills are taught.
- Reading and writing skills are strengthened.
- Students explore careers through guest speakers.
- Students visit colleges and universities.
- Students receive assistance with the application process for four-year colleges and universities.

## National Data: Percent of AVID Students Applying and Accepted to Four-Year Colleges



# National Data: Completion of Four-Year College Entrance Requirements



# The AVID System

## AVID as an Elective

For students who meet the criteria the class is based on **WICR**: Writing as a tool of learning, Inquiry method, Collaborative grouping, and Reading as a tool of learning. The three main components of the program are:

- academic instruction,
- tutorial support,
- and motivational activities.

## AVID as a Schoolwide Model

For all students **WICR** , Writing, Inquiry, Collaboration, Reading strategies are taught and reinforced in all content instruction.



# AVID Elective at Century



Tuesday	Thursday	Monday	Wednesday	Friday
AVID Curriculum	AVID Curriculum	AVID Curriculum	AVID Curriculum	Binder Evaluation Field Trips Media Center Speakers Motivational Activities (within block)
Tutorials		Tutorials		

## AVID Curriculum includes:

- Reading and Writing Curriculum
- College and Careers
- Strategies for Success

## Tutorials Include:

- Collaborative Study Groups
- Writing Groups
- Socratic Seminars

# Who Are Century AVID Students?

Sub Groups	Century Students	AVID Students	AVID Students
Asian/Pacific Is.	14%	6	23%
Black	3%	1	4%
Hispanic	20%	8	31%
Indian	0.50%	0	0.00%
Unknown	0.80%	0	0.00%
White	62%	11	42%
Economically Disadvantaged	39%	17	65%

## 9<sup>th</sup> Grade Current GPA Comparison by Race

	AVID (Treatment)	Non AVID (Control)
Asian/Pacific Is.	3.10	2.86
Black	3.43	2.83
Hispanic	2.93	2.82
White	3.06	3.10
Total Participation in Advanced Classes	31	9

# Implementation Plan and Timeline

- Train AVID Freshman team year two - Summer 2010
- Train AVID Sophomore, Junior, Senior team - Summer 2010, 2011, 2012
- Retain and sustain 95% of AVID students in the AVID class throughout their four years – Ongoing
- Increase AVID student participation in AP classes throughout their HS experience - Ongoing
- Maintain a 3.0 or better for AVID students - Ongoing
- Increase attendance at college or university upon graduation for AVID students – Beginning 2012-2013
- Implement AVID Schoolwide Model at Century and Glencoe - 2012
- Identify future schools to implement AVID (Middle and High Schools) - 2010



**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**POLICY IK: STUDENT EVALUATION—SECOND READING**

**SITUATION**

Last year the District implemented a Secondary Assessment and Grading Research Team. As a result of that committee's work, Policy IK: Student Evaluation has been recommended for revision. The policy was added to the agenda by Board request on November 24, 2009. In order to allow adequate time for review and public input, the policy will be presented for second reading, with approval scheduled for the January 26, 2010, regular Board meeting.

**RECOMMENDATION**

The Superintendent recommends the Board of Directors review the second reading of Policy IK: Student Evaluation.

## Student Evaluation Academic Achievement\*\*

~~Teachers shall carry on a continuous evaluation of student progress in their classes. Grades and credits earned by students shall be reported and recorded as directed by the Superintendent.~~

~~Teachers shall develop a grading system to be used in that teacher's class(es) for the school year. Grading systems shall be approved by the principal.~~

~~The system will be objective, consistent and will provide for a systematic assessment and recording of student performance.~~

~~The marking system will be fully explained to the students and available to parents.~~

~~At comparable levels, the District will strive for consistency in grading and reporting except, as this is inappropriate for certain classes or certain students.~~

~~Insofar as possible, distinctions will be made between a student's attitude, behavior and academic performance.~~

~~When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents. Grades shall be supported by both a written grading policy and a well-documented record of student performance.~~

~~Parents are encouraged to discuss any concerns about their student's grades with appropriate school staff.~~

In accordance with the District's primary mission, the Board affirms that the purpose of grading and reporting is to communicate to students, parents/guardians, and educators an accurate reflection of what a student knows, understands, and can do as measured against intended learning outcomes aligned with by Oregon State and District curriculum standards. It is important that teachers apply multiple measures of student achievement to accurately assess each student's needs and growth.

1. The District will:

- a. ~~Communicate to students and parents/guardians course expectations, grading criteria, and District proficiency standards in a clear and timely manner.~~
- b. ~~Provide opportunities for discussion of a student's achievement level among teacher, student, and parents/guardians in order to establish mutual goals and identify needed support.~~

2. Student performance will be reported in two ways:
  - a. Academic achievement: an accurate evaluation of what a student knows, understands, and is able to do.
  - b. Nonacademic indicators: descriptions of the actions and behaviors that may influence student achievement.
3. Grading and reporting of academic achievement and nonacademic indicators will:
  - a. Communicate achievement based on a sufficient number and variety of assessments that are aligned with District curricular standards, and are summative in nature.
  - b. Indicate a student's level of proficiency in meeting state and District curricular standards separated from his/her nonacademic indicators.
  - c. Be consistent, accurate, meaningful, and supportive of instruction in all District schools.

The following guidelines will be used to measure and report student achievement:

1. At the beginning of each class/course, parents/guardians and students will receive information on class/course expectations, performance criteria, and District proficiency standards.
2. Academic student achievement will be communicated to students and parents/guardians based on a variety of summative assessments designed to provide information about a student's achievement at the end of a period of instruction.
3. Parents/guardians and students will be informed at least once per grading period of their student's proficiency level on District proficiency standards.
4. Parents/guardians and students will be alerted when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
5. Grades and/or portfolio content evaluations will be based only upon academic performance. Student attitude, behavior, and other nonacademic indicators will be reported separately.
6. The District will maintain consistency in grading across schools and between classes/courses.

## END OF POLICY

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### Legal References:

ORS 107.154

OAR 581-21-022

OAR 581-022-1670

OAR 581-022-1660

### Cross Reference:

Policy IKF: Graduation Requirements

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**FINANCIAL REPORT – as of November 30, 2009**

Budget Update. It's amazing what a difference a year can make. The paragraph below is taken directly out of my December 16, 2008, Financial Report to the Board:

“Governor Kulongoski released his proposal for the State of Oregon’s biennial 2009-2011 budget on December 1, 2008. The Governor proposed 2009-2011 funding of \$6.39 billion for state K-12 education, and in the second year of the biennium, an additional \$160 million from the Education Stability Fund, which provides a total allocation of \$6.55 billion. The \$160 million from the Education Stability Fund will require approval from a 2010 special legislative session. The \$6.39 billion represents an increase of 2.35 percent over the 2007-2009 biennial K-12 education budget of \$6.2 billion. The \$6.55 billion represents a 4.93 percent increase over 2007-2009. Maintaining our current service level will require at least a 5-6 percent increase, so balancing next year’s budget will be a challenge.”

As we now know, the legislature approved a budget which included a biennial K-12 budget of \$6.0 billion. Included in this budget are millions of dollars of new revenue from an increase in personal and corporate income taxes. These increases were later challenged and are now on the ballot for the January 26, 2010, special election where voters will decide whether or not to approve Ballot Measure 66, an increase in the personal income tax rate, and Ballot Measure 67, an increase in the corporate minimum and tax rates. Combined these two measures are expected to raise \$733 million over the biennium, if they are approved.

If both of these measures should fail, depending on how the loss is split between the two years of biennium, the impact to the Hillsboro School District is estimated to be \$2.9-\$5.9 million. The Memorandums of Understanding we have with Hillsboro Education Association and Hillsboro Classified Union call for days to be added back and for salary increases to take place if funding for the current year is above what we estimated we would receive at the \$5.6 billion funding level. If the ballot measures fail and the state determines to take all of the loss from the second year of the biennium, we would be adding back days and increasing salaries, which would put the loss for the Hillsboro School District at the high end of the \$2.9-\$5.9 range.

This information and other budget-related news was shared with the Budget Committee at their December 8, 2009, meeting.

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**MONTHLY FINANCIAL REPORT - as of November 30, 2009**

<i>Revenues</i>	1st Quarter Actual	October Actual	November Actual	Fiscal YTD 2009-10	Budget 2009-10	% of Budget Expended
Taxes	\$198,997.68	\$188,979.14	\$32,508,151.75	\$32,896,128.57	\$48,842,500.00	67.35%
Interest	\$67,915.18	\$9,343.54	\$18,536.69	\$95,795.41	\$50,000.00	191.59%
Local Sources	\$263,035.80	\$28,145.88	\$98,958.30	\$390,139.98	\$1,750,000.00	22.29%
<b>Total Local</b>	<b>\$529,948.66</b>	<b>\$226,468.56</b>	<b>\$32,625,646.74</b>	<b>\$33,382,063.96</b>	<b>\$50,642,500.00</b>	<b>65.92%</b>
County/ESD	\$1,059,517.16	\$0.00	\$0.00	\$1,059,517.16	\$2,700,000.00	39.24%
State Sources	\$30,964,368.76	\$7,514,253.00	\$7,801,489.59	\$46,280,111.35	\$92,342,333.00	50.12%
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00	0.00%
Other Sources	\$802.40	\$1,500.50	\$1,265.63	\$3,568.53	\$50,000.00	7.14%
Beginning Balance	\$20,042,207.08	\$0.00	\$0.00	\$20,042,207.08	\$20,000,000.00	100.21%
<b>Total Revenue</b>	<b>\$52,596,844.06</b>	<b>\$7,742,222.06</b>	<b>\$40,428,401.96</b>	<b>\$100,767,468.08</b>	<b>\$165,742,333.00</b>	<b>60.80%</b>
<i>Expenditures</i>						
<b>Instruction</b>						
Salaries	\$5,005,952.67	\$5,094,696.79	\$5,211,145.89	\$15,311,795.35	\$60,755,072.00	25.20%
Benefits	\$1,548,656.83	\$2,043,097.24	\$2,211,472.08	\$5,803,226.15	\$29,603,146.00	19.60%
Purchased Service	\$506,463.14	\$185,258.38	\$181,665.76	\$873,387.28	\$1,467,374.00	59.52%
Supplies/Materials	\$554,368.38	\$212,526.59	\$26,716.44	\$793,611.41	\$2,067,181.00	38.39%
Capital Purchases	\$0.00	\$0.00	\$0.00	\$0.00	\$1,200.00	0.00%
Other	\$22,816.08	\$52,156.69	\$5,123.76	\$80,096.53	\$77,684.00	103.11%
<b>Total Instruction</b>	<b>\$7,638,257.10</b>	<b>\$7,587,735.69</b>	<b>\$7,636,123.93</b>	<b>\$22,862,116.72</b>	<b>\$93,971,657.00</b>	<b>24.33%</b>
<b>Support Services</b>						
Salaries	\$5,021,700.24	\$2,426,423.65	\$2,394,646.91	\$9,842,770.80	\$27,649,090.00	35.60%
Benefits	\$1,837,238.59	\$952,697.50	\$1,113,367.97	\$3,903,304.06	\$13,096,572.00	29.80%
Purchased Service	\$3,388,104.35	\$1,028,029.20	\$1,332,599.68	\$5,748,733.23	\$12,473,822.00	46.09%
Supplies/Materials	\$1,012,348.15	\$324,632.81	\$285,146.03	\$1,622,126.99	\$4,581,477.00	35.41%
Capital Purchases	\$33,420.00	\$0.00	\$0.00	\$33,420.00	\$480,734.00	6.95%
Other	\$902,505.21	\$20,248.21	\$19,245.03	\$941,998.45	\$1,815,949.00	51.87%
<b>Total Support</b>	<b>\$12,195,316.54</b>	<b>\$4,752,031.37</b>	<b>\$5,145,005.62</b>	<b>\$22,092,353.53</b>	<b>\$60,097,644.00</b>	<b>36.76%</b>
<b>Community Services</b>						
Salaries	\$33,535.71	\$16,451.81	\$16,574.77	\$66,562.29	\$132,889.00	50.09%
Benefits	\$10,248.14	\$6,263.74	\$7,627.47	\$24,139.35	\$31,498.00	76.64%
Purchased Service	\$1,566.96	\$521.28	\$2,228.40	\$4,316.64	\$45,394.00	9.51%
Supplies/Materials	\$0.00	\$314.81	\$0.00	\$314.81	\$5,794.00	5.43%
<b>Total Community Services</b>	<b>\$45,350.81</b>	<b>\$23,551.64</b>	<b>\$26,430.64</b>	<b>\$95,333.09</b>	<b>\$215,575.00</b>	<b>44.22%</b>
Debt Service Payment	\$94,557.50	\$0.00	\$0.00	\$94,557.50	\$457,457.00	20.67%
Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$11,000,000.00	0.00%
<b>Total Expenditures</b>	<b>\$19,973,481.95</b>	<b>\$12,363,318.70</b>	<b>\$12,807,560.19</b>	<b>\$45,144,360.84</b>	<b>\$165,742,333.00</b>	<b>27.24%</b>

**HILLSBORO SCHOOL DISTRICT 1J**  
**December 15, 2009**  
**BOND EXPENDITURE REPORT- as of November 30, 2009**

District Services	Original Budget 12/1/2006	Revised Budget 10/31/2009	Encumbered	Actual to Date 10/31/2009	Budget Bal	% of Budget
Salaries/Benefits	1,486,875	1,395,100	1,395,100	1,168,103	226,997	83.73%
Professional Services	225,000	259,333	270,492	270,423	(11,090)	104.28%
Supplies	50,000	60,000	53,768	51,755	8,245	86.26%
Bond Issuance Costs	123,125	128,792	128,792	128,792	-	100.00%
Program Contingency	10,908,193	1,008,435	-	-	1,008,435	0.00%
<b>TOTAL</b>	<b>12,793,193</b>	<b>2,851,660</b>	<b>1,848,152</b>	<b>1,619,073</b>	<b>1,232,587</b>	<b>56.78%</b>
New Elementary Schools	Original Budget	Revised Budget	Encumbered	Actual to Date	Budget Bal	% of Budget
Architect/Engineer	4,880,000	5,416,448	5,410,929	5,367,989	48,459	99.11%
Professional Services	3,645,000	2,925,667	2,869,844	2,824,715	100,952	96.55%
Construction	55,940,000	53,226,182	53,113,977	53,068,099	158,083	99.70%
Site Work	8,700,000	10,911,818	10,911,348	10,867,612	44,206	99.59%
Land Purchase	10,000,000	9,598,528	9,598,528	9,598,528	-	100.00%
Hazardous Material Abatement	2,450,000	-	-	-	-	0.00%
Furniture, Fixtures, Equipment	3,080,000	2,750,107	2,739,626	2,651,779	98,328	96.42%
Permits/Fees	3,200,000	1,758,677	1,754,001	1,753,935	4,742	99.73%
Project Contingency	3,105,000	82,341	-	-	82,341	0.00%
<b>TOTAL</b>	<b>95,000,000</b>	<b>86,669,768</b>	<b>86,398,253</b>	<b>86,132,657</b>	<b>537,111</b>	<b>99.38%</b>
New Middle School	Original Budget	Revised Budget	Encumbered	Actual to Date	Budget Bal	% of Budget
Architect/Engineer	2,220,000	2,553,863	2,533,766	2,486,042	67,821	97.34%
Professional Services	1,490,000	1,287,158	1,288,152	1,245,551	41,607	96.77%
Construction	23,850,000	29,564,230	29,574,573	28,713,046	851,184	97.12%
Site Work	1,900,000	4,667,066	4,667,066	4,667,066	-	100.00%
Hazardous Material Abatement	-	-	-	-	-	0.00%
Furniture, Fixtures, Equipment	1,280,000	1,282,986	1,292,598	1,135,424	147,562	88.50%
Permits/Fees	1,320,000	702,986	702,986	702,985	1	100.00%
Project Contingency	940,000	20,000	-	-	20,000	0.00%
<b>TOTAL</b>	<b>33,000,000</b>	<b>40,078,289</b>	<b>40,059,141</b>	<b>38,950,114</b>	<b>1,128,175</b>	<b>97.19%</b>
Middle School Remodels	Original Budget	Revised Budget	Encumbered	Actual to Date	Budget Bal	% of Budget
Architect/Engineer	1,485,000	2,597,958	2,590,983	2,580,477	17,481	99.33%
Professional Services	1,185,000	1,246,534	1,209,840	1,177,559	68,975	94.47%
Construction	13,935,000	16,734,928	16,726,271	16,622,229	112,699	99.33%
Site Work	1,350,000	4,916,920	4,914,262	4,914,261	2,659	99.95%
Hazardous Material Abatement	60,000	12,700	12,111	8,229	4,471	64.80%
Furniture, Fixtures, Equipment	690,000	317,639	311,194	311,194	6,445	97.97%
Permits/Fees	900,000	471,815	470,043	470,043	1,772	99.62%
Project Contingency	1,395,000	14,972	-	-	14,972	0.00%
<b>TOTAL</b>	<b>21,000,000</b>	<b>26,313,466</b>	<b>26,234,704</b>	<b>26,083,992</b>	<b>229,474</b>	<b>99.13%</b>
Other Projects	Original Budget	Revised Budget	Encumbered	Actual to Date	Variance	% of Budget
Architect/Engineer	1,197,000	1,442,863	1,218,952	1,011,106	431,757	70.08%
Professional Services	1,172,000	2,784,930	2,027,865	1,950,201	834,729	70.03%
Construction	9,831,000	10,713,640	8,394,599	8,298,525	2,415,115	77.46%
Site Work	253,000	774,911	708,744	708,744	66,167	91.46%
Hazardous Material Abatement	33,000	88,947	53,477	53,477	35,470	60.12%
Furniture, Fixtures, Equipment	43,000	72,145	30,387	30,387	41,758	42.12%
Permits/Fees	550,700	163,477	98,811	98,861	64,616	60.47%
Project Contingency	1,035,300	372,714	-	-	372,714	0.00%
<b>TOTAL</b>	<b>14,115,000</b>	<b>16,413,627</b>	<b>12,532,835</b>	<b>12,151,301</b>	<b>4,262,326</b>	<b>74.03%</b>

Demolition, wetlands	Original Budget	Revised Budget	Encumbered	Actual to Date	Variance	% of Budget
Architect/Engineer	-	410,058	313,760	291,638	118,420	71.12%
Professional Services	-	994,261	635,214	603,779	390,482	60.73%
Construction	-	592,502	533,655	509,916	82,586	0.00%
Site Work	-	3,634,213	3,150,529	2,098,249	1,535,964	57.74%
Hazardous Material Abatement	-	104,919	104,193	104,193	726	0.00%
Furniture, Fixtures, Equipment	-	-	-	-	-	0.00%
Permits/Fees	-	182,552	146,927	146,927	35,625	80.49%
Project Contingency	-	220,622	-	-	220,622	0.00%
<b>TOTAL</b>	<b>-</b>	<b>6,139,127</b>	<b>4,884,278</b>	<b>3,754,702</b>	<b>2,384,425</b>	<b>61.16%</b>
Salaries/Benefits	1,486,875	1,395,100	1,395,100	1,168,103	226,997	83.73%
Architect/Engineer	9,782,000	12,421,190	12,068,390	11,737,252	683,938	94.49%
Professional Services	7,717,000	9,497,883	8,301,407	8,072,228	1,425,655	84.99%
Construction	103,556,000	110,831,482	108,343,075	107,211,815	3,619,667	96.73%
Site Work	12,203,000	24,904,928	24,351,949	23,255,932	1,648,996	93.38%
Land Purchase	10,000,000	9,598,528	9,598,528	9,598,528	-	100.00%
Furniture, Fixtures, Equipment	5,093,000	4,422,877	4,373,805	4,128,784	294,093	93.35%
Supplies	50,000	60,000	53,768	51,755	8,245	86.26%
Permits/Fees	5,970,700	3,279,507	3,172,768	3,172,751	106,756	96.74%
Hazardous Material Abatement	2,543,000	206,566	169,781	165,899	40,667	80.31%
Technology	4,000,000	4,000,000	4,000,000	2,256,223	1,743,777	56.41%
Bond Issuance Cost	123,125	128,792	128,792	128,792	-	100.00%
Project Contingency	6,475,300	710,649	-	-	710,649	0.00%
Program Contingency	10,908,193	1,008,435	-	-	1,008,435	0.00%
<b>TOTAL</b>	<b>179,908,193</b>	<b>182,465,937</b>	<b>175,957,363</b>	<b>170,948,062</b>	<b>11,517,875</b>	<b>93.69%</b>